DOCUMENT RESUME

ED 069 079 EC 050 162

TITLE	Curriculum for the Intellectually Disabled Trainable.
INSTITUTION	Magnolia Special Education Center, Orlando, Fla.
PUB DATE	Jun 70
NOTE	144p.
AVAILABLE FROM	Florida Department of Education, Tallahassee. Division of Elementary and Secondary Education
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Communication Skills; *Curriculum Guides; *Exceptional Child Education; Interpersonal Competence; *Mentally Handicapped; Self Care Skills; Skill Development; *Trainable Mentally Handicapped
IDENTIFIERS	*Daily Living Skills

ABSTRACT

The curriculum guide presents a developmental sequence of learning activities to achieve specific goals for primary, intermediate, and secondary age level trainable mentally retarded students. Six major areas of learning are covered: self care (bathroom, grooming, food, clothing, safety), body usage (gross motor, health, fitness, eye-hand coordination), communication, basic knowledge (information, numbers, awareness, social studies), practical skills (tools, household items, family chores, vocational readiness), and social behavior. To achieve the goals listed in sequential order in each area of learning, appropriate activities and specific materials are suggested. The curriculum is designed to train up to 15 children in a group setting with one teacher and a teacher's aide. (KW)

EC 050 162E

ED 069079

A CURRICULUM FOR THE INTELLECTUALLY DISABLED TRAINABLE

DEPARTMENT OF EDUCATION

TALLAHASSEE • FLORIDA

FLOYD T. CHRISTIAN • COMMISSIONER

ED 069079

CURRICULUM FOR THE INTELLECTUALLY DISABLED TRAINABLE

MAGNOLIA SPECIAL EDUCATION CENTER
99 E. MARKS STREET ORLANDO, FLORIDA

JUNE 1970

REPRODUCED BY
FLORIDA DEPARTMENT OF EDUCATION
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PRINTING FUNDED BY: ESEA, TITLE VI-A and P.L. 85-926. as amended.

MAGNOLIA SPECIAL EDUCATION CENTER

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We acknowledge the contributions made by the Faculty of Magnolia Center during the 1968-69 school year to the further development and testing of this Curriculum Guide.

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F O R E W O R D

This curriculum was developed for the Magnolia Special Education Center by the Curriculum Planning Committee during the summers of 1968 and 1969.

The curriculum presents a developmental sequence to achieve specific goals which have been programed in six major areas: Self-care, Communication, Body Usage, Practical Skills, Basic Knowledge, and Social Behavior.

For the past four years, the T.M.R. Performance Profile has been used as an evaluative instrument with most of the children presently enrolled at the Magnolia Special Education Center. The Profile has proved to be a sound instrument for recording the progress and level of achievement of the individual child. It is published by the Reporting Service for Exceptional Children, 563 Westview Avenue, Ridgefield, N.J.

The six Major Areas used as the basis of the T.M.R. Performance Profile have also been used as the basis of our Curriculum Guide, as they incorporate areas most frequently emphasized in curriculums for the intellectually disabled trainable child.

The developmental sequence in this Guide was completed in the Summer of 1968. The Materials and Activities for it were compiled during the Summer of 1969 as a result of practical use during the 1968-69 school year.

All teaching aids and materials that were available at Magnolia Special Education Center in 1969 were classified by curriculum area and instructional grouping level. These are by no means the only methods or materials that can be used, but it is a listing of suggested materials, methods and aids that were found to be useful with this Curriculum Guide at Magnolia Center. (This listing is available under separate cover.)

MENTAL RETARDATION REFERS TO SUBAVERAGE GENERAL INTELLECTUAL FUNCTIONING

WHICH ORIGINATES DURING THE DEVELOPMENTAL PERIOD AND IS

ASSOCIATED WITH IMPAIRMENT IN ADAPTIVE BEHAVIOR

-American Association on Mental Deficiency

Introduction

The term Intellectually Disabled Trainable designates those children who are functioning above the custodial level but are incapable of adequate performance in the academically oriented program for the Intellectually Disabled Educable.

The IDT child's IQ falls roughly in the 30-55 range. His mental age at school entrance is often as low as 2 1/2; it will not exceed seven or eight at adulthood. He learns at a rate of 1/3 to 1/2 that of the normal child and he learns by imitation rather than by observation and reasoning.

At least ninety causative factors of intellectual disability have been isolated. Strauss divides the intellectually disabled into two main groups based on etiology --- exogenous and endogenous. By exogenous is meant those intellectually impaired children whose life history from concention on contains some environmental or accidental factor which can be used to explain their condition. The child whose history includes prenatal infection of the mother, presence of the RH factor, endocrine disorder, birth trauma, or postnatal injury or infection belongs to this group. Brain-damage is a cover term for children found in this group; associated handicaps include cerebral palsy, epilepsy, visual and auditory defects, perceptual problems, speech defects and aphasia, and emotional disturbance.

By endogenous Strauss meant those intellectually impaired children whose defect can be clearly traced to the inheritance of genes which resulted in familial retardation or pathological cerebral, structural or metabolic manifestations. Down's Syndrome (Mongolism) may be genetically determined but so far this has not been conclusively proven.

A third group of children commonly seen in IDT classes are the culturally deprived. These are children who are functioning on a trainable level although they have no demonstrable pathology. They appear to be permanently intellectually impaired due to lack of material and psychological essentials during the crucial early years.

IDT children form a heterogeneous group in physical and psychological characteristics. Development is uneven, varying within the individual and from child to child even when IQ and chronological age are identical. Lloyd Dunn, writing in Exceptional Children in the Schools, attempts to describe the behavior of these children. Some, he says, are average in activity; some lethargic; many hyperactive. Some are easily excitable and will have a catastrophic emotional reaction to even the slightest pressure or change in routine. Others may be extremely withdrawn, even appear dazed.

Obviously, the educational treatment of these children must also vary. In general, the exogenous group does best in a calm, tightly structured educational setting, while the endogenous and culturally deprived need a stimulating, enriched environment to explore.

The democratic doctrine of equal educational opportunity commensurate with need and ability has only been recently extended to include the intellectually disabled trainable. While it is true that these children will never achieve a totally independent,contributing position in society,it is a fact that with special training many of them can learn to care for their personal needs and even become partially self-supporting through performance of household tasks and assembly line type work in a sheltered workshop.Special education thus spells the difference between institutionalization and semi-independent life in the community.

Immediate educational goals for the child enrolled in an IDT class must be determined by assessing his immediate life needs. Whatever will make his life or that of his family easier, safer, or more pleasant now, should be concentrated on rather than some probably future need.

Long-range goals include the development of the ability to perform most self-care skills independently and routinely; the development of good, usable speech with which to express himself in matters which concern him;the development of adequate physical skills and improved endurance;the development of good work habits,attitudes and skills;the acquisition of a limited amount of useful basic knowledge including simple number concept,recognition of a few signs,safety procedures,etc.; and,perhaps most important of all, social adjustment in the family, neighborhood, and at work.

Programed Achievement

The Programed Achievement Guide provides an overview of the total educational process involved in developing each skill included in the five programed areas of the curriculum. It clarifies each teacher's instructional responsibilities in the developmental sequence for each skill.

Using the Programed Achievement Guide

A. For children who have had previous school experience:

The child is grouped within a specific level (Primary, Intermediate, or Secondary) depending on his over-all ability and chronological age, for example: an Intermediate child with six years of school experience.

(1) The teacher must locate the child's functioning level for each skill. He should begin checking performance with the first level of development found in Intermediate.

(2) If the child has not achieved this level, the teacher must move backwards on the developmental scale and check each level until his functional level is located. The teacher should then evaluate the child's ability at the preceding levels to check for developmental gaps. If gaps occur they must be corrected; if gaps are not evident, the teacher can return to the child's functioning level and proceed to the next skill in the sequence.

(3) If the child has achieved the first level in the Intermediate Programed Achievement, the teacher should check for development gaps and they proceed to the next skill.

B. For children who are beginning school:

The teacher should begin presenting the skills in P-1. Refer to the following page for diagramed illustration of the Programed Achievement Guide.

PROGRAMED ACHIEVEMENT GUIDE

BODY USAGE	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
III. Fitness	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Running	1-4		5-7	8	9	10		11	12-13			

Skill

Programed achievement for one year.

The child's program begins development of skills 1,2,3, and in sequential order.

Skills 1-4 should be evaluated and checked for developmental gaps. Continuation of the sequence is invalid if the previous skills have not developed adequately.

When he is ready to continue, he should be able to experience success in learning new and more complex skills.

If he is unable to achieve the functional goal by an extended two years, he more than likely has reached his maximum development in achieving this skill. Instructional time should be allotted to skills in which he has greater potential.

If he has not achieved development of skills 1-4, additional instruction must continue.

When he achieves these skills, continuation of the developmental sequence is not suggested. Instructional time should be applied to other skills which he was unable to achieve the previous year.

He should be able to achieve the functional goal where indicated. However, if he fails to obtain success, his program the following year should include this goal.

When he achieves this goal and his potential indicates that he is capable of higher achievement, individual programing is required.

Organization and Structure of Curriculum

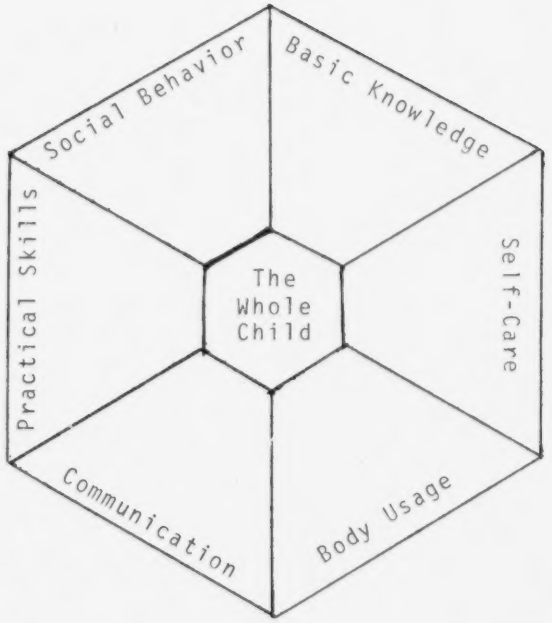
A. Developmental Sequence

The functional goal for each skill is achieved through a developmental sequence of learning experiences. This sequence checks for developmental gaps and allows the child to develop at his rate of achievement.

B. Areas of the Curriculum

1. Social Behavior
2. Self-Care
3. Communication
4. Basic Knowledge
5. Practical Skills
6. Body Usage

With the exception of Social Behavior, the six major areas of the curriculum have been programed. Social Behavior Goals have been presented and the developmental characteristics have been included in sequential order. The child should develop appropriate social behavior in accordance with his rate of maturation. The developmental characteristics are intended to assist the teacher in having a more realistic understanding of how desired behavior develops, and the teacher therefore will not require more of the child than is possible for him to achieve at his level of maturation.



Social Behavior, Self-Care, Communication, Body Usage, Practical Skills, and Basic Knowledge play a vital and equal role in developing the "whole child."

C O N C L U S I O N

The Curriculum has been designed to train children in a group setting, with fifteen children being the maximum number a teacher and a teacher aide may be expected to handle.

A yearly evaluation of each child's progress is assessed, using the T.M.R. Profile for the Severely and Moderately Retarded, published by the Reporting Service for Exceptional Children, Ridgefield, New Jersey, "... an evaluative scale for pupil performance based upon teacher-observation. This instrument is designed to identify the performance level of a pupil in a wide variety of daily living activities found in the curriculum."

The functional goals presented in the curriculum are sound in terms of the children's capacities to learn.

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S E L F - C A R E

I. Bathroom and Grooming

1. Toilet Training
2. Use of Bathroom
3. Hands and Face
4. Teeth
5. Combing Hair
6. Shining Shoes
7. Body Cleanliness
8. Nails
9. Grooming Aids (Refer to: Body Cleanliness and Combing Hair)
10. Basic First Aid

II. Dealing with Food

1. Spoon
2. Fork
3. Knife
4. Solids
5. Soups
6. Liquids
7. Sandwiches
8. Eating Lunch
9. Eating Habits
10. Eating Area

III. Clothing

1. Coat Management
2. Buttons
3. Snaps
4. Zipper
5. Accessories
   (1) Belt
   (2) Tie
6. Sweater (Pull-over)
7. Shoes
8. Socks
9. Shoe Laces
10. Protective Clothing
11. Garment Requirement (Judgment)
12. Clothing Care
13. Clothing Hanger (Refer to: Body Usage, <u>Hanging Up Clothes</u>)

IV. Safety

1. Stairs and Corridors
2. Group Play
3. Hazard Awareness
4. Fire Safety
5. School Vehicles
6. Street Crossing
7. Snarp Objects
8. Electricity
9. Poison
10. Self-Defense

S E L F - C A R E I. Bathroom and Grooming	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Toilet Training	1-8				9-10				11			12
2. Use of Bathroom	1-3			4-5	6	7		8-9	10	11		
3. Hands and Face	1-2	3-4	5		6-7	8-9			10			
4. Teeth	1-6		7-10	11-14	15-18	19-20	21	22	23	24		25
5. Combing Hair	1	2		3-4	5	6			7	8		9
6. Shining Shoes		1	2-3	4-5	6-7	8-9		10		11		12
7. Body Cleanliness		1	2	3-4	5	6		7-9	10	11	12	
8. Finger Nails		1		2-4	5-6	7		8	9-10	11-13		14
9. Basic First Aid	1	2-3		4	5			6-7	8	9	10	11

S E L F - C A R E II. Dealing with Food	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Spoon	1-3		4-5	6-8	9-10	11			12			
2. Fork	1		2-4	5-9	10	11		12	13-15			
3. Knife				1-4	5	6-9		10	11-12			
4. Solids	1	2-3	4	5	6	7	8-9	10	11-13			
5. Soups	1	2	3	4	5		6		7			
6. Liquids	1-5				6	7	8					
7. Sandwiches	1-2	3		4		5	6		7			
8. Eating Lunch	1	2	3	4-5	6				7			
9. Eating Habits	1		2	3-4	5-6				7			
10. Eating Area		1	2	3-5	6	7			8			

SELF-CARE	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
III. Clothing	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Coat Management	1-2	3-5	6	7-11	12-14	15-16		17	18			
2. Buttons	1-6	7-9	10	11	12-16	17			18-19			
3. Snaps	1	2-4	5-8	9-10	11-12			13				
4. Zipper	1-4	5-8	9	10-12	13-17	18			19-20			
5. Accessories (1) Belt	1	2-3	4-5	6-13	14			15-16				
(2) Tie			1	2			3-4	5	6-8			
6. Sweater (Pull-over)	1		2	3-7	8				9			
7. Shoes	1-2	3-8		9-11	12-13			14-15				
8. Socks	1-2	3-5	6-7	8	9	10-11	12					
9. Shoe Laces	1	2-3	4	5-13				14-22	23-25			
10. Protective Clothing	1	2		3	4	5			6			
11. Garment Requirement(Judgment)	1-2	3-4		5	6		7		8			
12. Clothing Care	1		2	3-4			5-6		7		8	

SELF-CARE	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
IV. Safety	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Stairs and Corridors	1	2	3	4-5	6-7	8			9			
2. Group Play	1-2	3-5	6	7-9	10				11-12			
3. Hazard Awareness	1	2		3	4							5
4. Fire Safety	1	2		3			4	5	6	7		8
5. School Vehicles	1-2	3		4-6								
6. Street Crossing		1	2	3	4	5	6	7	8	9		
7. Sharp Objects		1	2-3	4-7	8				9			
8. Electricity	1			3-4	5	6	7		8			
9. Poison	1			2-3	4	5	6	7	8-9			
10. Self-Defense	1			2	3						4	5

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Bathroom and Grooming Toilet Training	1. Makes needs known promptly 2. Knows location of toilet 3. Able to travel to toilet with aid 4. Makes proper use of toilet facilities 5. Aware of the need to clean self after B.M. 6. Washes hands after using toilet with aid 7. Able to manage clothes with aid 8. Uses toilet as a part of school routine	9. Able to manage clothes unaided 10. Toileting done promptly with occasional reminders	11. Able to care for self independently during menstrual periods (older girls) 12. Anticipates needs and uses bathroom properly in any environment
Suggested Activities and Materials	Note: Child should be toilet trained before being admitted to the school program. Rosenzweig, Understanding and Teaching the Dependent Child, pp. 64-65. Dramatization.		1. Provide bathroom breaks similar to those found in employment 2. Preparation for initial menstrual period 3. Kimberly Clark Corporation Packet, Neenah, Wisc. Teaching Portfolio, Ed. Dept., Box X6, Personal Products Co., Milltown, N. J. Classroom Demonstration Kit, Ed. Dept., Box X6, Milltown, N.J. 08850 4. Teach small group of 5-6 actual application of necessary clothing 5. Arrange for pre-prepared santi-pants for girls who cannot care for their menstrual needs independently (parent cooperation necessary)
Bathroom and Grooming Use of Bathroom	1. Discriminates between the toilet and urinal and uses each properly 2. Able to use proper amount of toilet tissue without being wasteful and disposes in toilet 3. Knows how to flush toilet (Cont. next page)	6. Able to wash and rinse lavatory with aid 7. Able to sweep floor with minimal efficiency 8. Able to recognize when bathroom is tidy (Cont. next page)	10. Maintains neatness of bathroom 11. Can clean bathroom and use skill at school and home

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Bathroom and Grooming Use of Bathroom	4. Uses lavatory without playing in water 5. Able to use one paper towel at a time and dispose in trash can	9. Attempts to maintain neatness of bathroom	
Suggested Activities and Materials	Rosenzweig, p. 66. 1. Identification of bathroom fixtures 2. Manipulation of fixture and/or parts 3. Teach proper routine	Rotate monitor system with each child participating.	
Bathroom and Grooming Hands and Face	1. Cooperates while hands and face are washed for him 2. Washes own hands with aid 3. Washes own hands successfully unaided when reminded 4. Washes hands as a part of school routine 5. Wipes face off with damp wash cloth with aid	6. Washes own face with aid 7. Washes own face unaided when reminded 8. Develops pride in personal appearance and is aware of dirty hands and face 9. Washes hands and face when necessary with occasional reminders	10. Makes a critical appraisal of appearance at frequent intervals and independently keeps hands and face clean 11. Demonstrates proper use of make-up and skin care products in daily living 12. Aware of the need to shave 13. Able to shave and use skin care products in daily living
Suggested Activities and Materials	Rosenzweig, p. 66.		Resource People: 1. County Health Nurse 2. Cosmetic Consultant 3. Barber Activity - Use an electric razor
Bathroom and Grooming Teeth	1. Shows interest in brushing teeth 2. Wets brush and holds in mouth 3. Brushes outer surface of molars and grinding surface of molars with I.D.* 4. Brushes outer surface of molar and grinding surface of molar unaided 5. Rinses mouth with I.D. 6. Rinses mouth unaided 7. Wets brush and puts on paste aided 8. Wets brush and puts on paste unaided (Cont. next page)	15. Brushes inside of front teeth with I.D. 16. Brushes inside of front teeth unaided 17. Brushes inside of side teeth with I.D. 18. Brushes inside of side teeth unaided 19. Completes entire process of brushing teeth (Cont. next page)	23. Has minimal understanding of dental hygiene 24. Brushes teeth adequately 25. Able to adequately care for teeth independently

* Individual verbal direction

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Bathroom and Grooming Teeth	9. Brushes outside of front teeth with proper motion I.D. 10. Brushes outside of front teeth with proper motion unaided 11. Brushes grinding surface with I.D. 12. Brushes grinding surface unaided 13. Brushes outside of side teeth with I.D. 14. Brushes outside of side teeth unaided	with minimal efficiency under supervision 20. Brushes teeth adequately with frequent reminders 21. Brushes teeth adequately with occasional reminders 22. Recognizes need for brushing teeth	
Suggested Activities and Materials	Rosenzweig, p. 66. 1. Initial instruction by gesture in mirror 2. Dry brushing 3. Toothpaste on the index finger 4. Brush after lunch daily with child size toothbrush with soft bristles Connor & Talbot, p. 186.	Use dentist's model to instruct in proper brushing techniques. Connor & Talbot, p. 186.	Resource People: 1. Dentist 2. Dental Health Coordinator Use fruit-dye pills after brushing to locate spots missed. Connor & Talbot, p. 186.
Bathroom and Grooming Shining Shoes	1. Wipes off shoes with damp cloth with aid 2. Wipes off shoes with damp cloth unaided when directed 3. Wipes off shoes with damp cloth as a part of school routine 4. Brushes pre-polished shoes to a shine with aid 5. Brushes pre-polished shoes to a shine with verbal direction	6. Applies polish properly with aid (wax and liquid) 7. Applies polish properly unaided but with supervision (wax & liquid) 8. Selects proper color of polish for shoes with I.D. 9. Shines shoes properly as a part of school routine 10. Develops pride in personal appearance and becomes aware of need to shine shoes	11. Selects materials and shines shoes when necessary 12. Able to use the skill of shining shoes to care for own and family member's shoes and as a possible vocational skill
Suggested Activities and Materials	Shoe Shine Kit Practice wiping and brushing on large surfaces.	Shoe shine Kit Make a variety of shoes available.	Resource Person: Professional Shoe Shiner Make own shoe shine kit. Shoe Shine Chair

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Bathroom and Grooming Body Cleanliness	1. Washes hands and face successfully unaided 2. Attempts to wash self when being bathed 3. Bathes self properly with aid 4. Bathes self properly unaided but with supervision	5. Regulates temperature of bath or shower water with aid 6. Regulates temperature of water unaided 7. Showers or bathes regularly with reminders 8. Showers or bathes regularly with occasional reminders 9. Uses deodorant with reminders 10. Rinses bathtub after use with reminder	11. Showers or bathes regularly and uses deodorant as a part of home routine 12. Able to judge when a bath or shower is needed 13. Maintains body cleanliness independently 14. Rinses bathtub after use independently
Suggested Activities and Materials	Note: A check list for home evaluation of the child in self-care skills should be sent home regularly to ascertain progress in areas which fall beyond the school's responsibility. Dramatization.	Introduce and practice application of various deodorants.	Resource Person: County Health Nurse Showers after Physical Education Various experiments to find hidden dirt
Bathroom and Grooming Nails	1. Able to wash hands unaided as a part of school routine 2. Able to use a hand brush on nails aided 3. Able to use a hand brush on nails unaided 4. Cooperates while nails are being cleaned and clipped	5. Develops pride in personal appearance and becomes aware of need to clean nails 6. Uses file to clean fingernails with aid 7. Uses file to clean fingernails unaided 8. Uses file to clean fingernails as a part of school routine	9. Files fingernails with aid 10. Files fingernails unaided 11. Uses clippers with aid 12. Uses clippers unaided 13. Uses clippers and files nails as a part of school routine 14. Checks condition of nails frequently and cares for them when necessary as a part of good grooming habits
Suggested Activities and Materials	Keep hand brush available at all sinks.	Nail Care Kit	Bernstein, Everyday Problems and the Child with Learning Difficulties, pp. 57-60. Resource Person: Professional Manicurist Manicure Table

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Bathroom and Grooming Basic First Aid	1. Cooperates when minor injuries are being treated 2. Is aware of the need for treatment of 3. Requests treatment for minor injuries 4. Attempts to help in the treatment of his own minor injuries	5. Cares for his own minor injuries with verbal directions and aid 6. Can use antiseptic with I.D. 7. Can apply bandage with I.D.	8. Cares for minor cuts and scratches adequately unaided but supervised 9. Knows treatment for minor burns and can 10. Able to report any injury to the immediate supervisor or adult in authority
Suggested Activities and Materials	Note: Check regularly for splinters and blisters.	Let each child wear a band-aid for a day to show how area was protected.	Set up first aid station in each room and explain its use.
Dealing with Food Spoon	1. Able to hold spoon in dominant hand, palmar method 2. Able to use spoon to pick up small amount of soft food and put in mouth aided 3. Able to use spoon to pick up small amount of soft food and put in mouth unaided 4. Able to use spoon to pick up liquid food and put in mouth with a minimum amount of spilling 5. Able to use spoon to pick up solid food and put in mouth with a minimum amount of spilling 6. Able to grasp spoon between index and middle finger with thumb for balance 7. Able to hold spoon properly and eat soft food unaided and with a minimum amount of spilling 8. Able to hold spoon properly and eat soft food without difficulty	9. Able to hold spoon properly and eat liquids unaided and with a minimum of spilling 10. Able to hold spoon properly and eat liquids without difficulty 11. Able to hold spoon properly and eat solid foods without difficulty	12. Able to use spoon at meals properly and inconspicuously 13. Able to differentiate between a: teaspoon tablespoon serving spoon
Suggested Activities and Materials	Rosenzweig, pp. 62 & 86. Division of Maternal & Child Health, Kansas State Dept. of Health, A Helpful Guide in the Training of a Mentally Retarded Child, p. 4. Connor & Talbot, p. 181. (Cont. next page)	Spoon Relays Connor & Talbot, p. 181.	Bernstein, pp. 37-39. Connor & Talbot, p. 181.

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Spoon Suggested Activities and Materials	Sand Shovels, sand, and pails. Balance objects on shovels - grade size of object and holder down as skills progress.		
Dealing with Food Fork	1. Uses spoon unaided with minimal amount of spilling 2. Hold fork with palmar method 3. Uses fork to dip or scoop food with I.D. 4. Uses fork to dip or scoop food with minimal amount of dropping 5. Holds fork correctly with I.D. 6. Holds fork correctly unaided 7. Uses side of fork to cut cake with I.D. 8. Uses side of fork to cut cake and bring to mouth with minimal dropping	9. Uses fork to spear food with I.D. 10. Uses fork to spear food and bring to mouth with minimal amount of dropping 11. Uses fork to dip, cut, and spear food adequately 12. Uses tines of fork to hold food for cutting with I.D.	13. Uses tines of fork to hold food for cutting unaided 14. Uses fork and knife interchangeably properly 15. Uses fork at meals properly and inconspicuously
Suggested Activities and Materials	Rosenzweig, pp. 62 & 86. Connor & Talbot, p. 182. See Spoon.	Connor & Talbot, p. 182. See Spoon.	Bernstein, pp. 37-39. Connor & Talbot, p. 182. See Spoon.
Dealing with Food Knife	1. Able to use the spoon and fork properly 2. Has an awareness of the use of knives 3. Able to hold knife correctly and imitate spreading movement 4. Able to use knife to spread soft butter on bread with minimal efficiency	5. Able to use knife to spread peanut butter, jelly, etc., on bread in preparing simple sandwiches 6. Able to exert pressure on flat surface of knife and make a sawing motion, aided 7. Able to exert pressure on flat surface of knife and make a sawing motion, unaided 8. Able to hold bread with one hand and use other hand for cutting, aided 9. Able to hold bread with one hand and use other hand for cutting, unaided (Cont. next page)	11. Able to use fork to anchor food and cut, using knife unaided 12. Able to use knife properly with various types of food for spreading and cutting

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Dealing with Food Knife		10. Able to use fork to anchor food and cut, using knife with I.D.	
Suggested Activities and Materials	Rosenzweig, pp. 62-86. Connor & Talbot, p. 183. Practice cutting with spatulas in clay and sand.	Connor & Talbot, pp. 183 & 226.	Perfect intermediate skills. Connor & Talbot, p. 183.
Dealing with Food Solids	1. Able to use a spoon to eat solid foods with aid 2. Able to use a spoon to eat solid foods with I.D. 3. Able to use a spoon to eat solid foods unaided 4. Able to use a fork to eat solid foods aided 5. Able to use a fork to eat solid foods with I.D.	6. Able to use a fork to eat solid foods unaided 7. Able to distinguish between solid and semi-solid foods 8. Uses fork for solid food with occasional reminders 9. Uses spoon for semi-solid foods with occasional reminders 10. Uses knife to spread butter, peanut butter, and jelly	11. Uses fork and knife to cut solid foods 12. Uses fork, knife and spoon inconspicuously as required for eating 13. Has developed good table manners and uses the skill of handling solid foods properly at home and at school
Suggested Activities and Materials	Note: Refer to Dealing with Food, Spoon, Fork, and Knife.		
Dealing with Food Soups	1. Able to feed himself semi-solid foods satisfactorily with a spoon 2. Able to drink soup from a cup unaided 3. Able to eat soups containing solids with a minimum of spilling 4. Able to eat thick soup with a spoon with a minimum of spilling unaided	5. Able to eat thin soup using a spoon with minimal amount of spilling unaided 6. Able to eat all kinds of soup with little or no spilling	7. Able to eat all types of soups inconspicuously at home, school and in public
Suggested Activities and Materials	Note: Refer to Liquids		

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Dealing with Food Liquids	1. Able to drink from a cup less than half-full with I.D. and no spilling 2. Able to drink from a cup less than half-full unaided and no spilling 3. Able to drink from a cup three-quarters full without spilling unaided 4. Able to drink from a small glass three-quarters full without spilling 5. Able to suck liquids through a straw	6. Distinguishes between hot and cold liquids and drinks hot and cold liquids without spilling 7. Able to drink from a soft-drink bottle 8. Able to drink from a variety of cups, and glasses in an inconspicuous manner	
Suggested Activities and Materials	Provide opportunities for drinking from cups. Connor & Talbot, pp. 174 & 184.	Dramatic play using empty bottles, water, kool-aid, and soft drinks. Use a pitcher to pour. Connor & Talbot, pp. 174 & 184.	Connor & Talbot, pp. 174 & 184.
Dealing with Food Sandwiches	1. Able to hold and bite off pieces of a cracker 2. Able to hold and bite off pieces of simple sandwiches cut in quarters 3. Able to hold and bite off pieces of simple sandwiches cut in halves without spilling 4. Able to eat a simple meat sandwich cut in half without taking it apart or spilling	5. Able to eat a hamburger without taking it apart or spilling 6. Able to eat a hotdog without taking it apart or spilling	7. Able to eat various kinds of sandwiches in an inconspicuous manner
Suggested Activities and Materials	Note: Simple sandwiches consist of items that cannot fall out such as various kinds of spreads. Provide opportunities during the school year for supervised instruction, demonstration, and practice in eating various kinds of sandwiches.	Provide opportunities during the school year for supervised instruction, demonstration, and practice in eating various kinds of sandwiches.	Provide opportunities during the school year for supervised instruction, demonstration, and practice in eating various kinds of sandwiches. Lunch field trip to a sandwich shop.
Dealing with Food Eating Lunch	1. Willing to eat portions of all food on plate 2. Able to recognize a variety of foods 3. Distinguishes between desserts and other foods 4. Able to save dessert for last with frequent reminders (Cont. next page)	6. Eats lunch properly saving dessert for last	7. Able to eat lunch properly at home, school, and in public

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Eating Lunch	5. Able to save dessert for last with occasional reminders		
Suggested Activities and Materials	Rosenzweig, p. 64. Note: Refer to Diet in Health Habits (Body Usage) Put a party favor in dessert to be removed when rest of lunch is eaten.	Connor & Talbot, p. 219.	
Dealing with Food Eating Habits	1. Sits properly at table keeping plate squarely in front of him and food on plate 2. Able to use spoon and fork to eat food with a minimal amount of spilling 3. Develops habit of taking one bite of food at a time and chewing properly with mouth closed 4. Attempts to wipe mouth with napkin with I.D.	5. Able to eat most foods in a tidy and acceptable manner with occasional reminders 6. Wipes mouth with napkin as needed with occasional reminder	7. Able to handle all situations of tidiness arising while eating
Suggested Activities and Materials			Bernstein, pp. 37-39.
Dealing with Food Eating Area	1. Able to keep individual area fairly neat 2. Able to carry empty milk carton to disposal area with I.D. 3. Able to carry silverware to disposal 4. Able to carry plate to disposal area with I.D. 5. Able to scrape plate with I.D.	6. Able to carry plate, silverware, and milk carton to disposal area as a part of school routine 7. Able to wipe tables using damp sponge with I.D.	8. Wipes off table and sweeps under with supervision 9. Able to clean eating area efficiently at home and school as part of routine and as a possible vocational skill
Suggested Activities and Materials	Note: Refer to Practical Skills: Dusting, Sweeping, and Disposing of Waste Connor & Talbot, pp. 177-178.	Connor & Talbot, pp. 177-178.	Connor & Talbot, pp. 177-178.
Clothing Coat Management (Cont. next page)	1. Able to take unfastened coat off aided 2. Able to take unfastened coat off with I.D. (Cont. next page)	12. Able to put right arm in right sleeve with I.D. and finish putting on coat unaided (Cont. next page)	18. Able to put on and take off coat independently at home and at school and in public

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing Coat Management	3. Able to take unfastened coat off unaided 4. Able to partially unzip or unbutton coat with I.D. and aid 5. Able to partially unzip or unbutton coat with I.D. 6. Able to unzip or unbutton coat unaided 7. Able to lay coat on table, front down and collar away from edge of table with I.D. 8. Able to slip arms up inside of coat into sleeves and straighten arms over head allowing coat to slide down over head into place aided 9. Able to get into coat using overhead method unaided 10. Able to put on coat held for him with I.D. 11. Able to finish putting on coat unaided, once right arm is in right sleeve	13. Develops habit of putting right arm in right sleeve 14. Develops habit of putting right arm in right sleeve unaided 15. Able to button or zip coat partially with I.D. and aid 16. Able to button or zip coat partially with I.D. 17. Able to button or zip coat unaided	
Suggested Activities and Materials	Egg, Marie, When a Child is Different, p. 127. Montessori Frames.	Rosenzweig, p. 64.	
Clothing Buttoning and Unbuttoning	1. Has an awareness of buttons and buttonholes on garments 2. Able to finger buttonholes and buttons 3. Able to hold sides of a garment in opposite hands and pull together aided 4. Able to hold sides of a garment in opposite hands and pull together unaided 5. Able to bring buttons and buttonholes together aided 6. Able to bring buttons and buttonholes together with I.D. 7. Able to bring buttons and buttonholes together unaided 8. Able to insert button through buttonhole with aid (Cont. next page)	12. Able to maneuver button through buttonhole, not pulling garment open, aided 13. Able to maneuver buttonhole, not pulling garment open, with I.D. 14. Able to maneuver buttonhole, not pulling garment open, unaided 15. Able to unbutton on self aided 16. Able to unbutton on self with I.D. 17. Able to unbutton on self unaided	18. Able to button and unbutton stiff garments such as cuffs and collars 19. Able to button and unbutton garments independently in ordinary situations and as a dressing routine

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing Buttoning and Unbuttoning	9. Able to insert button through buttonhole with I.D. 10. Able to insert button through buttonhole unaided 11. Able to button after teacher starts top button with occasional aid		
Suggested Activities and Materials	See Coat Management.	Connor & Talbot, pp. 153-154.	
Clothing Snaps	1. Has an awareness of snaps on clothing 2. Able to locate both halves of snap on garments or articles 3. Able to hold sides of garment in opposite hands and pull snap apart I.D. 4. Able to hold sides of garment in opposite hands and pull snap apart unaided 5. Able to hold sides of garment or article in opposite hands and pull together aided 6. Able to hold sides of garment or article in opposite hands and pull together with I.D. 7. Able to hold sides of garment or article in opposite hands and pull together unaided 8. Able to manipulate simple snaps aided 9. Able to manipulate simple snaps with I.D. 10. Able to manipulate simple snaps unaided	11. Able to snap front snaps on pants and other garments with I.D. 12. Able to snap front snaps on pants and other garments unaided 13. Able to snap garments and articles together in ordinary situations and as a dressing routine	
Suggested Activities and Materials	See Coat Management.	Connor & Talbot, p. 155.	
Clothing Zipper	1. Has an awareness of zippers on clothes 2. Has an awareness that zippers need to be fastened or opened (Cont. next page)	13. Able to insert edge of an opened-end zipper with aid (Cont. next page)	19. Able to open and close an opened-end and a closed-end zipper (Cont. next page)

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing Zipper	3. Able to manipulate hand in an up and down motion 4. Able to open closed-end zipper with I.D. 5. Able to open closed-end zipper unaided 6. Able to disengage ends of opened-end zipper with aid 7. Able to disengage ends of opened-end zipper unaided 8. Able to zip a closed-end zipper with I.D. 9. Able to zip a closed-end zipper unaided 10. Able to match edges of open zipper such as those on jacket aided 11. Able to match edges of open zipper such as those on jacket with I.D. 12. Able to match edges of open zipper such as those on jacket unaided	14. Able to insert edge of an opened-end zipper with I.D. 15. Able to insert edge of an opened-end zipper unaided 16. Able to zip an opened-end zipper with aid 17. Able to zip an opened-end zipper unaided 18. Able to manage own zippers	20. Able to zip garments and articles in ordinary situations and as a dressing routine
Suggested Activities and Materials	See Coat Management.	Connor & Talbot, pp. 156-157.	Provide opportunities to practice front, back, and side zippers.
Clothing Belt	1. Is cooperative and watches while belt is being put on 2. Able to unfasten and take belt out of loops aided 3. Able to unfasten and take belt out of loops unaided 4. Able to put belt through loops with trousers on the table, aided 5. Able to put belt through loops with trousers on the table, unaided 6. Able to put belt into buckle, aided 7. Able to put belt into buckle, unaided 8. Able to insert hook into belt opening aided 9. Able to insert hook into belt opening unaided 10. Able to complete putting belt through buckle aided 11. Able to complete putting belt through buckle unaided (Cont. next page)	14. Able to put belt on and buckle independently 15. Able to put on and buckle various types of belts 16. Able to put belt on dressing routine at home and at school	

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing Belt	12. Able to put belt through belt loop aided 13. Able to put belt through belt loop unaided		
Suggested Activities and Materials	Simple Weaving (over and under) Montessori Belt Frame.		
Clothing Necktie (clip-on)	1. Is cooperative and watches while necktie is being put on 2. Able to take off necktie	3. Able to clip tie on collar with I.D. 4. Able to clip tie on collar unaided 5. Able to put tie on independently 6. Is aware of appropriate time to wear a tie 7. Able to clip on tie clip 8. Able to put tie on for dressy occasions	
Suggested Activities and Materials			
Clothing Sweater-Pullover	1. Is cooperative while sweater is being pulled off. (pulling out arms while arms of sweater are held, and pulling sweater over head, with aid) 2. Is able to pull sweater off with little or no aid 3. Able to straighten sweater out after removing, aided 4. Able to straighten sweater out after removing, unaided 5. Is cooperative while sweater is being put on (puts head through neck opening, and pushes arms through sleeves, held) 6. Able to adjust sweater after inserting head and arms with aid 7. Able to adjust sweater after inserting head and arms unaided	8. Able to put on and adjust sweater unaided 9. Able to distinguish front from back by tag	10. Able to put on and take off a variety of pull-over clothing independently

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials	Egg, p. 127. Refer to: Practical Skills, (Family Chores) Hanging, Folding.	Connor & Talbot, p. 167.	
Clothing 1. Shoes	1. Able to remove untied shoes with I.D. 2. Able to remove untied shoes unaided 3. Able to untie shoes with aid 4. Able to untie shoes with I.D. 5. Able to untie shoes properly unaided 6. Able to put toes in opening of shoes with pre-loosened laces 7. Able to work foot down into shoe with aid 8. Able to work foot down into shoe with I.D. 9. Able to put shoes together, toes turning inward 10. Able to put shoes on unaided, right shoe on right foot 11. Able to tie shoe lace in knot with I.D.	12. Able to tie shoe lace in knot unaided 13. Able to tie lace in bow with I.D. 14. Able to tie lace in bow unaided 15. Able to put on and take off shoes and tie laces independently	
Suggested Activities and Materials	Color code right and left shoes and feet (match) Use of the Lacing Shoe Note: Refer to Shoelaces (Clothing) Self-Care.	Connor & Talbot, pp. 161-162. Use heavy yarns to teach tying knots and bows.	
Clothing 2. Socks	1. Able to pull off socks with I.D. 2. Able to pull off socks unaided 3. Able to identify heel and toe of sock 4. Able to pull up and straighten socks that have slipped down with I.D. 5. Able to pull up and straighten socks that have slipped down unaided but with reminders 6. Able to hold feet flexed to help person putting socks on him 7. Able to flex feet, grasp socks properly (Thumbs inside top) and pull socks on with aid in adjusting them (Cont. next page)	9. Able to pull socks on unaided 10. Able to match pairs of socks 11. Able to distinguish between inside and outside of socks 12. Able to pull socks on and off and straighten them independently	

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing 2. Socks	8. Able to flex feet, grasp socks properly (thumbs inside top) and pull socks on with I.D.		
Suggested Activities and Materials	Use doll to practice putting on socks. Note: There are two methods of grasping a sock: (1) Rolled toe (2) Thumbs inside top	Connor & Talbot, p. 163. Match socks from the laundry.	
Clothing Shoelaces	1. Engages in readiness activities in lacing such as lacing card and wooden shoes 2. Able to unlace shoes with I.D. 3. Able to unlace shoes unaided 4. Able to lace shoes with aid 5. Able to lace shoes unaided 6. Able to straighten shoe laces aided 7. Able to straighten shoe laces unaided 8. Able to cross laces aided 9. Able to cross laces unaided 10. Able to thread one end of lace through loops formed by crossed laces aided 11. Able to thread one end of lace through loop formed by crossed laces unaided 12. Able to pull and tie knot aided 13. Able to pull and tie knot unaided	14. Able to form loop with one end of lace aided 15. Able to form loop with one end of lace unaided 16. Able to wind other lace around loop aided 17. Able to wind other lace around loop unaided 18. Able to push other lace through aperture aided 19. Able to push other lace through aperture unaided 20. Able to pull both sides of bow together aided 21. Able to pull both sides of bow together unaided 22. Able to tie shoe laces independently	23. Able to tie his shoe laces with ease and check for even bows 24. Able to tie various types of shoe laces with ease 25. Able to tie own shoes at home and at school independently
Suggested Activities and Materials	Practice with lacing card and wooden shoes.	Use heavy yarn to learn how to tie a bow. Connor & Talbot, pp. 158-159.	
Clothing Protective Clothing	1. Is cooperative in wearing protective clothing as directed 2. Wears protective clothing as a part of school routine 3. Understands why protective clothing is worn (Cont. next page)	4. Develops pride in personal appearance and wears protective clothing with occasional reminders (Cont. next page)	6. Selects and wears appropriate protective clothing at home and school, independently

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Clothing Protective Clothing		5. Establishes relationship between clothing and task: (a) Smock - painting, shop work (b) Apron - kitchen work	
Suggested Activities and Materials	Note: Have each child bring a smock, apron, or large shirt.		Introduce vocational items such as work gloves, rubber gloves, rubber boots, coveralls, kitchen aprons rubber aprons, white jackets and uriforms.
Clothing Garment Requirements	1. Removes outer garments when entering room aided 2. Puts on outer garments when going outside, aided 3. Removes outer garments when entering room as part of school routine (with I.D.) 4. Puts on outer garments when going outside as part of school routine (with I.D.) 5. Recognizes and distinguishes between hot and cold days; dry and rainy days	6. Removes and puts on outer clothing as part of school routine, independently 7. Associates weather conditions with outer clothing requirements (with assistance)	8. Shows good judgment indoors and outdoors about garment requirements and applies it at home, school, and in the community
Suggested Activities and Materials	Baumgartner, Guiding the Retarded Child p. 206.	Dress mannequin daily.	Bernstein, pp. 98-101. Use daily weather forecast to predict wearing apparel for the next day.
Clothing Clothing Care	1. Is cooperative while others adjust his clothing 2. Adjusts clothing for a neat appearance with aid 3. Adjusts clothing for a neat appearance with I.D. 4 Shows interest in having a neat appearance	5. Takes pride in having a neat appearance 6. Adjusts clothing and maintains a neat appearance through the school day self-directed	7. Adjusts all articles of clothing efficiently 8. Independently and consistently maintains a neat appearance at home, at school, and in public
Suggested Activities and Materials	There should be a full-length mirror in all classrooms. Egg, p. 126.	There should be a full-length mirror in all classrooms. Rosenzweig, p. 64.	There should be a full-length mirror in all classrooms. Fashion Show.

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Safety Stairs and Corridors	1. Able to walk in line properly with verbal direction 2. Walks in line as part of school routine in a safe and orderly manner 3. Able to walk and climb stairs unaided 4. Uses hand rails in climbing or descending stairs, while remaining in line properly 5. Aware of the danger in running or jumping while climbing or descending stairs	6. Aware of dangers in pushing or shoving while climbing or descending stairs in 7. Uses stairs and corridors in a safe manner under group situation 8. Can be depended on to use stairs and corridors in a safe manner without supervision	9. Aware of dangers in unsafe use of stairs and corridors and develops confidence in ability to use stairs and corridors at home, school, and in the community
Suggested Activities and Materials	Practice stairway: playground equipment	Connor & Talbot, p. 194.	Bernstein, pp. 122-125. Inter-class contests.
Safety Group Play	1. Has an awareness of self (a) Body Image (b) Body Concept (c) Body Schema 2. Able to engage in parallel play 3. Willing to share when directed 4. Engages in cooperative play with one other child 5. Forms friendship with one peer 6. Engages in cooperative play with several other children 7. Develops awareness of safety in group play 8. Plays safely in group play with frequent reminders 9. Plays safely in group play with occasional reminders	10. Engages in directed and self group play safely under supervision	11. Independently engages safely in directed and self-directed group play 12. Able to engage safely in group play at school, home, and in the community
Suggested Activities and Materials	Connor & Talbot, p. 99. Refer to: Social Behavior, Self-Control and Self-Care, Hazard Awareness, and Self-Defense	Connor & Talbot, p. 99. Note: For specific games see games listed under Body Usage.	Connor & Talbot, p. 99. Class bowling weekly.
Safety Hazard Awareness	1. Avoids hazards with direction and constant reminders 2. Avoids hazards with occasional reminders once they are pointed out to him (Cont. next page)	4. Aware of less obvious hazards which may be attractive and avoids with occasional reminders	5. Recognizes potential hazards and takes steps to avoid independently

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Safety Hazard Awareness	3. Able to recognize obvious hazards and avoid them. (Note: Common hazards include: fires, streets, lakes & ponds, sand and gravel pits, high places, construction sites, sharp objects, stray animals, machinery, household appliances, strangers.)		
Suggested Activities and Materials		Bernstein, pp. 74-77 and 86-89.	Rosenzweig, p. 80. Provide opportunities for pupils to see and avoid community and occupational hazards.
Safety Fire-Safety: Knowledge	1. Understands that fire burns, and keeps away from open fires and items which cause fires or burns, under direct supervision 2. Recognizes some of the common causes of fires such as: matches, lighters, and candles, gasoline, kerosene 3. Knows emergency procedures in case his own clothes catch fire. (Lie down and roll, preferably covered with a coat or blanket.)	4. Understands the destructiveness of fire such as: loss of life, permanent injury, and loss of property 5. Understands the usefulness of fire: cooking and heating	6. Has some understanding of fire prevention 7. Able to extinguish a small fire with sand or water 8. Understands what should be done in case of a fire at home, school, or in the community (a) orderly exit (b) ways of reporting a fire (1) fire alarm box (2) telephone
Suggested Activities and Materials		A class weiner roast. Use of the school incinerators. Resource People from: Electric Utility Co. Gas Utility Co. Fire Department	Demonstrate use of fire extinguishers. Bernstein, 102-105.
Safety School Vehicle	1. Able to sit quietly while riding in car on short trips with parent 2. Able to sit quietly while riding on bus with direction 3. Able to sit quietly while riding on bus with occasional reminders (Cont. next page)		

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Safety School Vehicle	4. Knows and obeys special school bus rules 5. Is able to get on and off bus aided 6. Is able to get on and off bus unaided		
Suggested Activities and Materials	Note: Refer to Travel, (Vocational Readiness) Practical Skills. Evaluate with parents and bus drivers.	Bernstein, pp. 90-93.	
Safety Street Crossing	1. Aware of the hazards of getting into the street and avoids running into the street with occasional reminders 2. Stops at curb and holds hand of adult voluntarily 3. Recognizes traffic signals	4. Looks out for cars and can tell adult when it is safe to cross 5. Walks across street at a normal speed, staying within cross-walks with supervision 6. Able to cross streets near home and walk safely in a group situation 7. Knows not to try and cross highways or interstate roads	8. Knows to look all ways and walks across street when clear, crossing at the corner 9. Able to cross streets safely independently
Suggested Activities and Materials	Use traffic signs in classroom play. Traffic signs: stop & go	Bernstein pp. 106-109. Traffic signs: stop, go, caution, walk, wait, cross-walks.	Field trip to workshop by city bus.
Safety Sharp Objects	1. Recognizes sharp objects when he sees them 2. Aware of danger of sharp objects 3. Avoids sharp objects such as sticks, glass, cans, etc. 4. Uses blunt-edge scissors safely with frequent reminders 5. Uses blunt-edge scissors safely with occasional reminders 6. Uses pins and tacks safely with frequent reminders 7. Uses pins and tacks safely with occasional reminders	8. Uses scissors, pencils, tacks, and pins safely (a) Carries scissors with hand grasping closed blades and pointing toward the floor (b) Carries knives in box or tray	9. Able to use sharp scissors, knives and other cutting instruments at school, home, and workshop under supervision
Suggested Activities and Materials	Identify sharp objects.	Demonstrate use and storage of objects.	Refer to Practical Skills.

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Safety Electricity	1. Aware of the danger of sticking fingers or other objects in electrical outlets and avoids touching outlets. 2. Aware of how to insert a plug in an outlet safely 3. Aware of how to pull a plug properly and safely 4. Is aware that lightning is dangerous and avoids being outdoors when it is lightning and thundering.	5. Recognizes household items which run on electricity as dangerous if improperly used and avoids touching them except under supervision 6. Knows proper ways to use common electrical household items 7. Is aware of the danger of fallen power lines and avoids them 8. Able to insert a plug into an outlet safely 9. Able to pull a plug from a socket properly and safely	10. Able to use electrical items in the house safely and recognizes and avoids electrical dangers in the environment
Suggested Activities and Materials			Bernstein, pp. 78-81.
Safety Poison	1. Has an awareness that some items and plants are poisonous 2. Recognizes items which he has been told are poison and avoids them 3. Knows not to put anything into mouth that is not served to him at school or given to him by his parents	4. Can recognize sign of poison or danger on labels 5. Able to identify household supplies which contain poison such as detergents, lysol, insecticides and drano 6. Able to recognize plants, weeds, and berries that are poisonous 7. Able to distinguish between smells so that he can recognize when food is spoiled	8. Able to look at foods such as bananas and tell when they are spoiled 9. Has a knowledge of poison and is able to abstain from items which are poisonous or spoiled
Suggested Activities and Materials	Identify poison items in actual containers.	Teach proper use of spray cans.	Bernstein, pp. 45-48. Demonstrate: mold, sour dairy products, spoiled fruits & vegetables, bugs in flour and spices.

SELF-CARE	PRIMARY	INTERMEDIATE	SECONDARY
Safety Self-Defense	1. Understands that fighting is unacceptable behavior 2. Refrains from initiating fights but takes steps to protect self if attacked	3. Begins to control impulse to defend self physically and is willing to allow adult in charge to help settle dispute with peers	4. Confines impulse to defend self to verbal aggression 5. Attempts to avoid situations which will result in fights, contacts supervisor for protection
Suggested Activities and Materials			

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BODY USAGE

I. Gross Motor

1. Climbing
2. Balance on a drawn line
3. Kicking
4. Throwing
5. Hopping
6. Jumping down
7. Skipping
8. Bouncing
9. Catching
10. Body motion

II. Health Habits

1. Teeth
2. Blowing nose
3. Coughing
4. Finger nails
5. Posture
6. Appearance
7. Attitude toward doctor and nurse
8. Cleanliness
9. Physical activity
10. Diet

III. Fitness

1. Running
2. Deep knee-bend
3. Ladder-climb
4. Toe-touch
5. Sit-ups
6. Running broad jump
7. Running high jump
8. Push-ups
9. Chinning
10. Endurance

IV. Eye-Hand Coordination

1. Line-drawing
   1. Straight line
   2. Circle
   3. Coloring within lines
2. Clay
3. Pouring liquids
4. Stringing beads
5. Folding paper
6. Scissors
7. Key
8. Tacking up paper
9. Baseball bat
10. Drawing of a face

BODY USAGE I. Gross Motor	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Climbing Stairs	1-6			7-8	9	10			11			
2. Balance on a Drawn Line	1-5			6-7	8-9			10	11	12		
3. Kicking			1-3	4	5	6		7-8				
4. Throwing	1-3	4-5		6	7		8	9	10	11		
5. Hopping	1-5		6	7-10	11-13	14		15-16				
6. Jumping Down	1-2	3		4	5-7			8	9-10			
7. Skipping	1-5	6		7	8-9		10	11	12			
8. Bouncing	1-3	4		5-6	7		8	9				
9. Catching	1-4			5-6	7		8		9-10			
10. Body Motion	1-3	4-8	9-10	11	12	13	14		15	16		

BODY USAGE II. Health Habits	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Teeth	1-2			3	4		5	6	7			
2. Blowing Nose	1-2			3	4	5			6			
3. Coughing - Sneezing	1			2	3				4			
4. Finger Nails	1			2	3-4	5			6-7			8-9
5. Posture	1	2	3	4								
6. Appearance	1	2		3	4				5-6			
7. Attitude Toward Doctor and Nurse	1	2		3-4	5			6				
8. Cleanliness	1	2		3	4				5			
9. Physical Activity	1-2			3	4					5		
10. Diet	1-2			3	4-5				6		7	

BODY USAGE	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
III. Fitness	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Running	1-4		5-7	8	9	10		11	12-13			
2. Deep Knee-Bend	1-3	4		5-6	7-8							
3. Ladder-Climb	1-5		6	7-9	10		11-12					
4. Toe-Touch	1-2		3-4	5	6-7	8-9						
5. Sit-Ups	1-2		3	4-6	7-8	9-10						
6. Running Broad Jump	1-4		3-7	8	9-10			11	12	13-14		
7. Running High Jump	1-4		5-6	7-8	9				10	11-12		
8. Push-Ups			1-4	5-8	9-10							
9. Chinning				1-5	6-8		9-10					
10. Endurance	1-3			4	5-6	7		8-9				

BODY USAGE	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
IV. Eye-Hand Coordination	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Line-Drawing(1)Straight Line	1-6		7-11	12-16	17-18							
(2) Circle	1-6		7-8	8-13	14-15							
(3) Coloring Within Lines	1-6			7	8		9-10					
2. Clay	1-5	6	7	8	9-10	11-12						
3. Pouring Liquids	1	2	3	4-5	6			7	8			
4. Stringing Beads	1-2	3	4-5	6-7	8	9						
5. Folding Paper	1-3	4-5	6	7	8-9	10		11-12				
6. Scissors			1-8	9-13	14-17	18		19				
7. Key	1-2		3	4				5-7	8-9			
8. Tacking up Paper	1	2-3	4-5	6	7-8		9	10	11-12			
9. Baseball Bat			1-2	3-4	5-7	8-9		10	11-12		13-14	
10. Drawing of a Face	1-3		4	5-9	10-11		12-13					

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Gross Motor Development Climbing Stairs	1. Steps over a line unaided 2. Steps over a low object unaided 3. Steps up and down curb with aid 4. Steps up and down curb unaided 5. Walks up and down stairs one step at a time aided 6. Walks up and down stairs one step at a time using rail for support 7. Walks up and down stairs using alternate feet aided 8. Walks up and down stairs with alternate feet, holding rail for support	9. Walks up and down stairs unaided 10. Walks up and down stairs unaided while carrying noncumbersome object	11. Has ability to board public transportation and use public facilities such as escalators and elevators
Suggested Activities and Materials	Use of jump rope, blocks, bricks, walking board and playground stairs	Rosenzweig, p. 82.	Bernstein, pp. 114-117 & 122-125.
Gross Motor Development Balance	1. Balance unaided on a 24" square drawn on floor 2. Balance unaided on a 12" square drawn on floor 3. Balance unaided on a line drawn on floor 4. Maintain balance while walking on 12", 8", 4", 2" paths, then a line drawn on floor 5. Maintain balance while walking forward, backward, sideways and turning 6. Balance unaided on walking board 7. Has the ability to maintain balance on a tricycle	8. Maintains balance while walking forward, backward, sideways and turning on walking board 9. Maintains balance on balance board 10. Maintains balance on balance board while performing neuromuscular tasks such as catching and bouncing a ball	11. Has ability to maintain balance on trampoline 12. Has ability to maintain balance while walking or standing on public conveyance
Suggested Activities and Materials	Frostig, Ch. 2, p. 24.	Refer to Kephart, Slow Learner in the Classroom pp. 217-230 (training) pp. 123-126 (survey)	
Gross Motor Development Throwing	1. Is able to roll beach ball with no controlled direction 2. Is able to roll beach ball with controlled direction 3. Is able to grasp and toss beanbag with no controlled direction 4. Is able to grasp and toss beanbag with controlled direction (Cont. next page)	7. Is able to hold and throw utility and small ball overhand with limited controlled direction 8. Is able to throw beanbag, utility ball and small ball into various (Cont. next page)	10. Is able to throw soft ball over 30 ft. in proper direction 11. Is able to engage successfully with his peers in ball games requiring throwing

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Gross Motor Development Throwing	5. Is able to hold and throw beach ball utility ball and small ball underhand with no controlled direction 6. Is able to hold and throw beach ball utility ball, small ball underhand with controlled direction	sized containers at increased heights with occasional accuracy 9. Is able to throw softball under 30 feet in proper direction	
Suggested Activities and Materials	8" rough finished rubber balls.	Rosenzweig, p. 86.	
Gross Motor Development Hopping	1. Able to squat and maintain balance aided 2. Able to squat and maintain balance unaided 3. Able to lift self off floor springing with both feet aided 4. Able to lift self off floor springing with both feet unaided 5. Is able to hop unaided on both feet in a forward direction 6. Is able to hop unaided on both feet for a distance of 20 feet 7. Able to balance on one foot aided 8. Able to balance on one foot unaided 9. Able to lift self off floor springing with one foot and landing with both feet aided 10. Able to lift self off floor springing with one foot and landing with both feet unaided	11. Able to lift self off floor on one foot and land on same foot aided 12. Able to lift self off floor on one foot and land on same foot unaided 13. Able to hop on one foot in a forward direction aided 14. Able to hop on one foot for a distance of 20 feet 15. Is able to hop freely in straight line and circle patterns 16. Is able to engage successfully with his peers in games requiring hopping	
Suggested Activities and Materials	Frostig, Ch. 2, pp. 22-23. Kephart, pp. 128-129 (survey), pp. 224 & 235 (training)	Connor & Talbot, p. 136.	
Gross Motor Development Jumping Down	1. Able to maintain balance while hopping on both feet unaided in a forward direction 2. Able to jump on level ground from one designated area to another and maintain balance unaided 3. Able to jump from a four to six inch (Cont. next page)	5. Able to jump from a two foot height and maintain balance aided 6. Able to jump from a two foot height and maintain balance unaided 7. Able to jump from a (Cont. next page)	9. Able to jump from a height of more than three feet and maintain balance unaided 10. Able to engage successfully in recreational activities (Cont. next page)

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Gross Motor Development Jumping Down	height and maintain balance unaided 4. Able to jump down from a one foot height and maintain balance unaided	three foot height and maintain balance aided 8. Able to jump from a three foot height and maintain balance unaided	which require jumping down such as the trampoline
Suggested Activities and Materials	Kephart, pp. 126-128 (survey), pp. 230-235 (training)	Connor & Talbot, p. 135.	
Gross Motor Development Skipping	1. Able to stand erect and maintain balance 2. Able to alternate weight from side to side 3. Able to alternate weight from side to side with arms extended out, and over the head 4. Able to rock back and forth with dominant foot extended and arms swinging freely at sides 5. Able to rock back and forth with other foot extended, arms swinging freely at sides 6. Able to step forward and hop 7. Able to follow a step-hop pattern with alternating feet	8. Able to skip in rhythmic pattern when hand is held 9. Skips independently with occasional breaks in rhythmic pattern 10. Skips independently with no breaks in rhythmic pattern 11. Skips independently and adapts to change in rhythms	12. Able to engage successfully with his peers in social and recreational activities requiring skipping such as folk dancing
Suggested Activities and Materials	Frostig, Ch. 2, pp. 22-23.	Connor & Talbot, p. 137. Rosenzweig, p. 134.	Body Motion and Time to Music, p. 62.
Gross Motor Development Bouncing	1. Able to hold and drop large utility ball as directed 2. Able to bounce ball without catching it 3. Able to catch ball when bounced to him 4. Able to bounce and catch ball one time 5. Able to bounce and catch ball two or more times	6. Able to bounce ball two times with one hand 7. Able to bounce ball five times with one hand 8. Able to bounce ball while talking or running 9. Able to successfully engage with his peers and by himself in games requiring bouncing a ball	
Suggested Activities and Materials			

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Gross Motor Development Catching	1. Able to stop a large ball rolled to him 2. Able to stop and hold a large ball rolled to him 3. Able to hold onto a ball dropped in his hands 4. Able to catch ball thrown to him from a short distance 5. Able to catch a large ball thrown from increasing distances 6. Able to catch a small ball thrown underhanded from a short distance	7. Able to catch a small ball thrown underhanded from an increased distance 8. Able to catch a small ball thrown overhanded	9. Able to run for a ball and catch it 10. Able to engage successfully in games with his peers requiring catching a ball
Suggested Activities and Materials		Conner & Talbot, pp. 143-144. Rosenzweig, p. 86.	
Gross Motor Development Body Motion in Response to Music	1. Able to beat a constant rhythm pattern with one hand 2. Able to beat a fast and slow pattern with one hand 3. Able to beat a constant rhythm pattern with both hands 4. Able to beat a fast and slow rhythm pattern using both hands 5. Able to clap hands to a constant rhythm pattern 6. Able to clap hands to drum beat 7. Able to stamp feet to drum beat 8. Able to clap hands and stamp feet simultaneously to drum beat 9. Able to stamp feet and clap hands simultaneously to musical march rhythms 10. Able to move in time to march rhythms 11. Able to imitate rhythmic body movements	12. Able to imitate free movement in rhythmic response to music 13. Able to discriminate between fast and slow rhythms, and respond in free movement properly 14. Reacts rhythmically and gracefully to variety of musical patterns	15. Able to perform simple patterned movements to musical rhythms 16. Able to engage successfully with peers in social dancing and to enjoy music in leisure time
Suggested Activities and Materials		Connor & Talbot, p. 138. Rosenzweig, p. 84.	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Health Habits Teeth	1. Willing to try to brush own teeth 2. Accepts brushing teeth as part of school routine, with daily reminders 3. Accepts brushing teeth as a part of school routine - with occasional reminders	4. Accepts brushing teeth as a part of home and school routine - with occasional reminders 5. Brush teeth as part of home and school routine 6. Critically checks his brushing	7. Able to care for his teeth independently
Suggested Activities and Materials	Refer to Self-Care Skills (Teeth) for developmental sequence of learning how to brush teeth.		
Health Habits Blowing Nose	1. Willing to try blowing nose with aid 2. Blows nose with aid when reminded 3. Blows nose when reminded unaided	4. Blows nose - but needs occasional reminder 5. Blows nose when necessary without reminder	6. Blows nose inconspicuously in a socially acceptable manner
Suggested Activities and Materials	1. Able to inhale through the mouth and exhale through the nose in pre-training exercises 2. Able to blow into tissue when it is held for him 3. Able to blow into tissue when held by self 4. Able to blow into tissue and wipe with supervision Blow one nostril at a time. Connor & Talbot, p. 187.	5. Able to blow into tissue and wipe successfully Note: In the process of developing the habit of blowing the nose, the child should learn how to dispose of tissue properly Connor & Talbot, p. 187.	Connor & Talbot, p. 187.
Health Habits Coughing-Sneezing	1. Attempts to cover nose and mouth while coughing or sneezing when reminded 2. Covers nose and mouth while coughing and sneezing with occasional reminders	3. Covers nose and mouth properly while sneezing and coughing	4. Supplies himself with necessary tissue when he has a cold in anticipation of future need 5. Aware that colds may be infections and refrains from attending school or going to job when cold symptoms are severe
Suggested Activities and Materials			

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Health Habits Fingernails	1. Cooperates while nails are being cleaned and clipped 2. Attempts to use hand brush in cleaning nails as part of school routine	3. Use hand brush as needed 4. Recognizes when nails need cleaning and clipping, and asks for assistance 5. Attempts to use nail file in cleaning nails as part of school routine	6. Uses nail file as needed 7. Attempts to use nail clippers as part of school routine 8. Uses nail clippers when needed 9. Able to clean and clip nails independently
Suggested Activities and Materials	Note: Habit of washing hands should be established before teaching child to clean nails. (Refer to Self-Care Skills) Refer to Self-Care Skills (Fingernails) for developmental sequence of learning how to care for the fingernails.		
Health Habits Posture	1. Assumes proper posture in sitting, standing, and walking when reminded 2. Needs occasional reminding to assume proper posture 3. Maintain proper posture in sitting, standing, and walking partially self directed 4. Maintains proper posture in sitting, standing, and walking, self-directed		
Suggested Activities and Materials	Note: It is suggested that good posture be developed in the primary level, since the prolonged use of bad posture is difficult to correct. (Exceptions: CP's, Mongoloids)	Sitting 1. Sit up tall with chest up 2. Sit back so that hips touch the back of the chair 3. Put feet flat on the floor Standing 1. Stand with feet about six inches apart; point toes forward 2. Hold head high (Cont. next page)	Walking 1. Attain proper standing position 2. Step forward with dominant foot. Swing leg from hips, touch floor with heel of foot, pivot to ball of foot and follow same procedure with other foot 3. Swing arms in rhythm to movement 4. Maintain coordinated unbroken pattern

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Posture Suggested Activities and Materials (Cont.)		3. Hold back straight 4. Hold chin in 5. Hold chest up Game: Eraser Chase	
Health Habits Appearance	1. Cooperates while face is washed, hair is brushed and combed, and clothes are adjusted 2. Attempts to wash own face and comb own hair when necessity is called to his attention 3. Washes own face, combs own hair as part of school routine	4. Checks appearance in mirror and washes face, combs hair and adjusts clothes when necessary with occasional reminders and assistance	5. Checks appearance in mirror frequently and washes face, combs hair and adjusts clothes when necessary on own initiative 6. Maintains neat appearance independently
Suggested Activities and Materials	Note: Refer to Self-Care section for developmental sequences for teaching specific grooming and dressing skills		
Health Habits Attitude Toward Doctor and Nurse	1. Accepts doctor and nurse as friend 2. Awareness of need for medical attention 3. Awareness of function of doctor and nurse 4. Cooperates with doctor and nurse when with familiar adults	5. Cooperates with doctor and nurse without familiar adults 6. Displays a good attitude toward doctor and nurse at home, school, and doctor's office	
Suggested Activities and Materials			Resource People: 1. Doctor 2. Nurse
Health Habits Cleanliness	1. Responds to verbal directions in avoiding environmental conditions such as water puddles and muddy areas 2. Wears protective clothes when reminded (apron, smock) 3. Wears protective clothing as a part of school routine	4. Develops pride in personal appearance by using protective clothing	5. Uses protective clothing when necessary to maintain cleanliness independently
Suggested Activities and Materials	Note #1: The child should be allowed to be as unrestricted as possible in his play during the early years (Cont. next page)		

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials (Cont.)	since play (in the form of exploration of the properties of the environment) is his main avenue of learning. Note #2: Refer to Self-Care section for developmental sequences for teaching specific washing and dressing skills and use of protective clothing.		
Health Habits Physical Activity	1. Must be removed from physical activity before becoming exhausted 2. Able to stop activity and resume after rest break as directed 3. Occasionally able to stop activity before becoming exhausted	4. Able to stop activity before becoming exhausted	5. Understands physical need for proper rest and play - self-directed
Suggested Activities and Materials	Schedule short activity periods. Direct children's interest to quiet activity following physical activity.	Schedule short physical activities to develop the habit of stopping before becoming exhausted.	Include vocational reasons for rest and play.
Health Habits Diet	1. Willing to taste different kinds of food 2. Willing to eat portions of all food on plate 3. Able to recognize a variety of food	4. Able to recognize which foods are eaten at breakfast, lunch and dinner 5. Eats proper amount and variety of food at meal with occasional reminders	6. Selects proper amount and variety of food self-directed 7. Able to select proper amount of food for adequate diet when served family style at school, home, and in restaurant
Suggested Activities and Materials	Refer to Self-Care, Eating Lunch.	Meal planning and follow up preparation.	Serve meals family style under supervision
Physical Fitness Running	1. Able to walk erect in a coordinated manner without aid 2. Able to walk fast on direction without aid 3. Able to jog slowly on direction while teacher holds hand 4. Able to jog slowly on direction unaided 5. Able to run in place at a slow pace while teacher holds hand, bringing knees high (Cont. next page)	9. Able to run 100 yds. with four rest stops 10. Able to run 100 yds. with one rest stop 11. Able to run 100 yds. nonstop	12. Able to run 100 yds. in less than 25 seconds 13. Able to engage successfully with his peers in games and physical fitness programs requiring running

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Physical Fitness Running	6. Able to run in place at an increased pace while teacher holds hand, bringing knees high 7. Able to run in place with aid 8. Able to run from one place to another slowly and then with increased speed		
Suggested Activities and Materials	Rosenzweig, p. 82. Loewendahl, Exercises for the Mentally Retarded, First Level.	Connor & Talbot, p. 133.	
Physical Fitness Deep-Knee Bend	1. Able to squat and balance himself with aid 2. Able to squat and balance himself unaided 3. Able to squat and return to standing position with aid 4. Able to squat with hands on hips and return to standing position with aid 5. Able to squat with hands on hips and return to standing position unaided 6. Able to complete two knee-bends	7. Able to complete more than five knee-bends 8. Able to use this skill successfully in physical fitness activities	
Suggested Activities and Materials		Loewendahl, Level 4.	
Physical Fitness Ladder-Climb	1. Able to step over objects aided 2. Able to step over objects unaided 3. Able to step on and off a concrete object 6-12 inches high, aided 4. Able to step on and off a concrete object 6-12 inches high unaided 5. Able to step on and off first rung of ladder 6. Able to climb and descend ladder one rung at a time 7. Able to climb two rungs, using alternate feet, aided 8. Able to climb two rungs, using alternate feet, unaided 9. Able to climb ladder using alternate feet, descending one rung at a time	10. Able to climb and descend ladder using alternate feet 11. Able to climb and descend ladder quickly 12. Able to engage successfully with his peers in activities requiring climbing and descending, and for practical self protection	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Physical Fitness Ladder-Climb Suggested Activities and Materials	Connor & Talbot, pp. 221-222.	Connor & Talbot, p. 199.	Provide opportunities for use of step ladder for storing objects on shelves.
Physical Fitness Toe-Touch	1. Able to maintain balance when bending forward from the waist 2. Able to maintain balance when bending over to pick up large ball on floor 3. Able to bend over and pick up large ball without bending knees 4. Able to bend over and pick up small ball without bending knees 5. Able to touch toes without bending knees	6. Able to touch toes five times 7. Able to touch toes ten times 8. Able to use this skill successfully in physical fitness activities	
Suggested Activities and Materials	Loewendahl, Level 3. Frostig, Ch. 2.		
Physical Fitness Sit-Ups	1. Able to lie on floor with arms over head and move arms, head and shoulders off floor 2. Able to move torso off the floor, arms over head and feet held 3. Able to complete one sit-up, arms over head and feet held 4. Able to complete one sit-up, arms over head and feet not held 5. Able to move body off the floor with arms at side while feet are held 6. Able to complete one sit-up, arms at side and feet held	7. Able to complete one sit-up, arms at side and feet not held 8. Able to complete 5 sit-ups 9. Able to complete more than 5 sit-ups 10. Able to use this skill successfully in physical fitness activities	
Suggested Activities and Materials	Loewendahl, Level 2. Kephart, pp. 154-155 (survey), pp. 217-239 (training)		

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Physical Fitness Running Broad Jump	1. Able to run from one place to another in a coordinated manner without aid 2. Able to run and stop on a designated spot 3. Able to lift self off floor, springing with both feet and landing on both feet with aid 4. Able to lift self off floor, springing with both feet and landing on both feet without aid 5. Able to maintain balance while hopping on both feet aided in a forward direction 6. Able to maintain balance while hopping on both feet unaided in a forward direction 7. Able to jump from one designated area to another on level ground and maintain balance unaided 8. Able to run and jump a 1' distance on level ground	9. Able to run and jump a 2' distance on level ground 10. Able to run and jump a distance of 2' - 4' on level ground 11. Able to run and jump a distance of 4' - 6' on level ground	12. Able to run and jump a distance of 6' - 8' on level ground 13. Able to jump a distance of 8' or over on level ground 14. Able to engage successfully with his peers in games and physical fitness programs requiring the ability to negotiate the running broad jump
Suggested Activities and Materials		Loewendahl, Level 5.	
Physical Fitness Running High Jump	1. Able to run from one place to another in a coordinated manner with aid 2. Able to run and stop on a designated spot 3. Able to lift self off floor, springing with both feet and landing on both feet with aid 4. Able to lift self off floor, springing with both feet and landing on both feet without aid 5. Able to maintain balance while hopping on both feet in a forward direction, aided 6. Able to maintain balance while hopping on both feet in a forward direction, unaided 7. Able to run and jump over designated spot without losing balance 8. Able to run and jump over high jump pole	9. Able to run and jump over high jump pole 1' high without tripping or falling	10. Able to run and jump over 1' - 2' high pole 11. Able to jump over pole more than 2' 12. Able to engage successfully with peers in sports which require the skill of running and jumping

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Physical Fitness Running High Jump Suggested Activities and Materials			
Physical Fitness Push-Ups	1. Able to lie flat on stomach with hands at side and lift up head 2. Able to push head, shoulders and chest off floor with arms and hands in proper position 3. Able to raise body off floor from the knees up 4. Able to support body on hands and toes in push-up position 5. Able to move in an up and down motion while balancing on hands and feet 6. Able to lift body from the floor without obvious difficulty 7. Able to complete one push-up aided 8. Able to complete one push-up unaided	9. Able to perform 3 or more push-ups 10. Able to engage with his peers successfully in physical fitness activities	
Suggested Activities and Materials	Frostig, Ch. 2, p. 25.	Loewendahl, Level 5.	
Physical Fitness Chinning	1. Able to jump up while holding hands over head and maintain balance 2. Able to jump up and grasp bar 3. Able to hold body weight off ground aided 4. Able to hold body weight off ground unaided 5. Able to swing feet while grasping bar	6. Able to grasp and lift body weight toward bar 7. Able to chin once aided 8. Able to chin once unaided 9. Able to chin more than once 10. Able to engage successfully with his peers in physical fitness activities, and foster the development of good posture and coordination	

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BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Physical Fitness Chinning Suggested Activities and Materials		Connor & Talbot, pp. 221-224.	
Physical Fitness Endurance	1. Shows interest in a physical activity 2. Able to retain interest in a physical activity for five minutes 3. Able to retain interest and engage in physical activity for five minutes 4. Able to retain interest and engage in a physical activity for ten minutes	5. Able to retain interest in physical activities for fifteen minutes 6. Able to retain and engage in physical activities for fifteen minutes 7. Able to retain interest and engage in physical activities for twenty minutes 8. Able to retain interest and engage in physical activities for thirty minutes 9. Able to engage successfully with peers in physical activities such as indoor and outdoor games and social dancing for a period of thirty minutes	
Suggested Activities and Materials		Klappholz, Isometric Exercise for Girls, pp. 46-47.	
Eye-Hand Coordination Line Drawing 1.Straight Line	1. Able to grasp a small object such as a crayon in the Palmar Method 2. Able to make random scribbles on chalkboard using free shoulder, arm, wrist movements 3. Able to cover a sheet of paper with random scribbles aided 4. Able to cover a sheet of paper with random scribbles unaided (Cont. next page)	17. Able to join a series of dots 18. Able to use this skill in art activities as a prerequisite for learning to write	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Line Drawing 1. Straight Line (Cont.)	5. Able to make rhythmic, free-flowing scribbles which are similar to one another with aid 6. Able to make rhythmic, free-flowing scribbles which are similar to one another without aid 7. Able to trace a vertical line using finger aided 8. Able to trace a vertical line using finger unaided 9. Able to trace a vertical line 10. Able to draw a series of vertical lines 11. Able to draw a vertical line from one point to another point 12. Able to trace a horizontal line with finger aided 13. Able to trace a horizontal line with finger unaided 14. Able to draw a horizontal line without aid 15. Able to draw a series of horizontal lines 16. Able to draw a horizontal line from one point to another point		
Suggested Activities and Materials			Refer to Kephart, pp. 150-154, 161-183, and 262-266.
Eye-Hand Coordination Line Drawing 2. Circle	1. Able to grasp a small object such as crayon using Palmar Method 2. Able to make random scribbles on chalkboard using free shoulder,arm, and wrist movements 3. Able to cover a sheet of paper with random scribbles aided 4. Able to cover a sheet of paper with random scribbles unaided 5. Able to make rhythmic, free-flowing scribbles which are similar to one another aided 6. Able to make rhythmic, free-flowing scribbles which are similar to one another unaided (Cont. next page)	14. Able to draw different sizes of circles 15. Able to use skill in art activities and as prerequisite learning to write	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Line Drawing 2. Circle (Cont.)	7. Able to make circular arm movement in the air 8. Able to use a template to draw circles on the chalkboard 9. Able to trace circular form with fingers unaided 10. Able to trace a circular form with crayon maintaining free movement with occasional closure 11. Able to trace a circular form with crayon maintaining free movement and complete closure 12. Able to copy a circle 13. Able to draw a circle from memory		
Suggested Activities and Materials			Refer to Kephart, pp. 140-145, 161-196, 150-154, 262-266.
Eye-Hand Coordination Line Drawing 3. Coloring	1. Able to grasp a small object such as a crayon in Palmar Method 2. Able to make random scribbles on chalkboard using free shoulder,arm, and wrist movements 3. Able to cover a sheet of paper with random scirbbles aided 4. Able to cover a sheet of paper with random scribbles unaided 5. Able to scribble while holding crayon with thumb and two opposing fingers 6. Able to recognize the area to be colored (figure ground relationship) 7. Able to color simple geometric design going outside of the lines occasionally and covering most of the area 8. Able to color simple designs staying within the lines and covering most of the area	9. Able to color increasingly complex designs, staying with the lines 10. Able to apply coloring skill in art activities	11. Uses colors appropriately, such as green for grass
Suggested Activities and Materials	Frostig, Ch. 2, p. 28, pp. 111-113. Perry, p. 173.	Connor & Talbot, pp. 110-111. Perry, p. 173.	Perry, pp. 173-174.

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Clay	1. Shows interest in other children using clay 2. Able to manipulate clay in exploration 3. Uses whole lump of clay, pats, drops to flatten, squeezes 4. Pulls off small lump, roll and pat 5. Rolls to make snake-like shape 6. Rolls clay into a ball 7. Combines separate pieces to make a large design 8. Molds a simple snowman form	9. Molds simple animal form 10. Chooses clay as a free play activity 11. Makes objects which fit into an imaginative context such as story illustrations 12. Able to use clay for imaginative and creative enjoyment both at school and at home	
Suggested Activities and Materials	Perry, p. 194 McNeice & Benson, Crafts for Retarded, p. 33.	Connor & Talbot, p. 112. Perry, pp. 163 & 195.	Perry, p. 196.
Eye-Hand Coordination Pouring Liquids	1. Is able to manipulate and drink from small glass without spilling 2. Is able to discriminate between a full and an empty glass 3. Is able to pour liquids from small pitcher into large container 4. Is able to hold and control tilt of pitcher 5. Is able to pour liquids from pitcher to glass with aid	6. Is able to pour liquids from pitcher to glass without aid 7. Able to pour liquids from pitcher into various sized glasses	8. Able to pour liquids from a variety of containers, independently at home and at school
Suggested Activities and Materials		Connor & Talbot, p. 174.	Pour and measure in food preparation.
Eye-Hand Coordination Stringing Beads	1. Able to remove and replace disks on a color tower 2. Able to place large spools on dowel 3. Able to thread large spools on reinforced cord 4. Able to string large beads aided 5. Able to string large beads unaided 6. Able to string medium beads unaided 7. Able to string small beads unaided	8. Able to string beads in patterns according to color, size, shape 9. Able to string beads and various other materials to produce finished craft products and as a prerequisite to vocational skills such as sewing and assembling nuts and bolts	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Stringing Beads Suggested Activities and Materials	Perry, p. 162.	Perry, p. 163. Connor & Talbot, p. 123.	Perry, p. 163.
Eye-Hand Coordination Folding Paper	1. Shows interest by watching others fold paper 2. Unfolds and refolds a creased piece of paper 3. Able to fold a washcloth in half, matching ends 4. Able to fold over and crease a piece of paper 5. Able to fold a piece of paper in half matching ends and creasing, aided 6. Able to fold a piece of paper in half matching ends, and creasing, unaided 7. Able to fold a washcloth in half and half again	8. Able to fold a piece of paper in half and half again aided 9. Able to fold a piece of paper in half and half again unaided 10. Able to fold paper into a triangle 11. Selects paper folding as free activity 12. Folds paper and other materials successfully for school activities, leisure activities, housework and vocations	
Suggested Activities and Materials	Perry, pp. 174-175. Rosenzweig, pp. 66-79. Van Wilson, Perceptual Training Activities, pp. 66-79.	Perry, pp. 175-176. Connor & Talbot, pp. 114-115. Van Wilson, Perceptual Training Activities, pp. 66-79.	Perry, pp. 176-178. Connor & Talbot, p. 116. Van Wilson, Perceptual Training Activities, pp. 66-79. Practical experience in folding clothes, wrapping sandwiches, wrapping packages, and rolling newspapers
Eye-Hand Coordination Scissors	1. Able to hold scissors with both hands 2. Able to hold scissors in dominant hand with the thumb and ring finger in handle of scissors, and using the index finger for leverage (Cont. next page)	14. Able to cut with one hand following a narrow line 15. Able to cut curves 16. Able to cut in a zigzag motion (Cont. next page)	

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Scissors	3. Able to manipulate scissors to a slow open-shut command aided 4. Able to manipulate scissors to a slow open-shut command unaided 5. Able to manipulate scissors to a fast open-shut command aided 6. Able to manipulate scissors to a fast open-shut command unaided 7. Able to do random snipping with one hand aided 8. Able to do random snipping with one hand unaided 9. Able to make two or more continuous snips in one direction aided 10. Able to make two or more continuous nips in one direction unaided 11. Able to cut across a drawing paper but not on a line 12. Able to cut with one hand following a wide line aided 13. Able to cut with one hand following a wide line unaided	17. Able to cut and stop and change directions 18. Able to cut geometric forms 19. Able to use scissors in the classroom and at home successfully with tasks requiring cutting and for pre-vocational training	
Suggested Activities and Materials	Connor & Talbot, pp. 108 & 113. Connor & Talbot, pp. 214-215 (Group Hand Work Projects) Frostig, p. 26. Perry,pp. 174-175.	Connor & Talbot, pp. 108 & 113. Connor & Talbot, pp. 214-215 (Group Hand Work Projects) Perry, pp. 175-176.	Connor & Talbot, pp. 108-113. Connor & Talbot, pp. 214-215 (Group Hand Work Projects) Perry, pp. 176-178.
Eye-Hand Coordination Keys	1. Able to insert dowels in hammer board 2. Able to insert pegs in peg board 3. Able to insert cylinders (such as those recommended by Montessori which progress from simple to complex 4. Able to replace cylinders in cylinder blocks by visual discrimination of size and shape	5. Able to insert key in lock aided 6. Able to insert key in lock unaided 7. Able to insert key in lock and open	8. Able to manipulate a variety of keys and locks 9. Able to lock and unlock door at home independently
Suggested Activities and Materials	It is suggested that primary children should not be taught to open locks, since parents keep dangerous items such (Cont. next page)	Rosenzweig, p. 90. Lock replica from a locksmith	Bernstein, pp. 69-73. Provide a variety of keys (Cont. next page)

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Keys Suggested Activities and Materials	as knives, and medicines locked out of reach. Primary children need pre-readiness training in eye-hand coordination which will enable them to use keys successfully when needed in daily living. Witsen, Form Perception, pp. 14-17.		
Eye-Hand Coordination Tacking Up Paper	1. Able to pick up small items, such as pegs and insert in pegboard 2. Able to insert nails in acoustical ceiling boards 3. Able to insert thumb tacks in a piece of cork flat on the table before him, at random and then in fence pattern 4. Able to insert thumb tacks in bulletin board at random 5. Able to tack paper to bulletin board using only one thumbtack while teacher holds paper in position	6. Able to tack paper to bulletin board using only one thumbtack, with no attention to position of the tack, unaided 7. Can tack paper to bulletin board using 2 tacks one at each top corner, but not levelly 8. Can tack paper to bulletin board using 4 tacks one at each corner, but not levelly 9. Can tack paper to bulletin board levelly	10. Can tack paper to wood cork board 11. Can tack 3 papers on bulletin board and can space them evenly 12. Able to use this skill in helping to display art work and other items at home and at school and at work
Suggested Activities and Materials	Connor & Talbot, p. 124. Cruickshank, Bentzen, Ratzeburg & Tannhauser, A Teaching Method for Brain-Injured and Hyperactive Children, pp. 170-173 (Pegs and Pegboards).	Provide a student bulletin board.	
Eye-Hand Coordination Baseball Bat	1. Able to swing and hit a stationary tether ball (suspended from overhead support rather than vertical pole) 2. Able to swing and hit a tether ball in motion 3. Able to hit a stationary tether ball with large paddle 4. Able to hit tether ball in motion with large paddle	5. Able to grasp lightweight baseball bat properly 6. Able to swing bat in proper batting position with free movement and maintaining balance 7. Able to hit large ball with bat occasionally when ball is thrown from short distance (Cont. next page)	11. Able to swing bat properly, frequently hitting a soft ball thrown from a short distance 12. Able to swing bat and hit a softball thrown without speed 13. Able to swing bat and hit softball thrown with speed (Cont. next page)

BODY USAGE	PRIMARY	INTERMEDIATE	SECONDARY
Eye-Hand Coordination Baseball Bat		8. Able to hit large ball with bat frequently when bail is thrown from short distances 9. Able to hit large ball with bat occasionally when ball is thrown from increased distances 10. Able to hit large ball with bat frequently when ball is thrown from increased distances	14. Able to participate successfully with peers in modified softball games
Suggested Activities and Materials	Teaching sequence: 1. hand 2. paddle (large) 3. plastic bat Bat object on ground before swinging in mid-air.	Play games which require using bat.	Field trip to baseball game.
Eye-Hand Coordination Drawing of a Face	1. Able to identify, by touching, the parts of his own face 2. Able to identify parts of someone else's face, by pointing 3. Able to identify parts of the face on a photograph, by pointing 4. Able to name the parts of a face 5. Able to put together a puzzle of a face following a model 6. Able to put together a puzzle of a face without a model 7. Able to tell what part is missing in an incomplete picture of a face 8. Able to draw a recognizable face shape 9. Able to insert missing eye, nose, or mouth in an incomplete picture of a face	10. Able to insert eyes, nose, and mouth in a blank face shape 11. Able to insert eyes, nose, and mouth, plus hair and ears 12. Draws a variety of facial expressions 13. Able to use this skill in art activities as a means of self-expression	
Suggested Activities and Materials	Young, p. 148. Use a Mister Potato Head. Two-piece face puzzle.	Draw a face by using another person as a model.	

C O M M U N I C A T I O N

I. Modes of Communication

1. Manual Gestures
2. Conversation
3. Eye Contact (As A Speaker)
4. Use of Books
5. Printing
6. Reading
7. Cursive Writing
8. T. V. Programs
9. Verbal Spelling of Name
10. Grammatical Constructions

II. Receptive Language Development (Listening)

III. Language Activities

1. Identifying Environmental Sounds
2. Identification of Objects and Pictures
3. Deliver Oral Messages
4. Relating Experiences
5. Giving Directions
6. Telephone
7. Welcoming
8. Group Singing
9. Body Image
10. Dramatic Play

IV. Expressive Language Development (Language Skills)

COMMUNICATION I. Modes of Communication II. Receptive Language Development (Listening) III. Language Activities IV. Expressive Language Development(Language Skills)	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
I. Modes of Communication 1. Manual Gestures	1-5			6	7							
2. Conversation	1	2-3		4-5	6			7	8			
3. Eye Contact(As a Speaker)	1	2-3		4-5	6	7	8	9				
4. Use of Books	1-3			4-5	6	7		8	9			
5. Printing	1-2		3-6	7-14	15-20	21						22
6. Reading				1-3	4	5-7	8-9				10	
7. Cursive Writing				1-2				3-6	7-9	10-11		12
8. T.V. Programs	1-2	3-4	5	6-8	9	10		11			12	
9. Verbal Spelling of Name	1-2	3		4-6	7-10	11-13	14-20	21-22	23	24		25
10. Grammatical Construction	1-4			5-6	7-8	9		10	11-12			13
II. Receptive Language Development (Listening)	1-14		15	16-17	18	19		20	21			
III. Language Activities 1. Identifying Environmental Sounds	1-6	7		8	9	10-11	12	13-15	16	17	18	
2. Identification of Objects and Pictures	1-4	5-6	7	8-10	11-12	13-14			15-16			
3. Deliver Oral Messages	1-2	3	4	5-7	8	9-10	11	12	13-14		15	16
4. Relating Experiences	1-2			3-4	5	6		7	8	9		
5. Giving Directions	1-3	4	5	6	7				8-9			
6. Telephone	1-3	4-6		7-9			10-11	12		13	14	15
7. Welcoming Guest	1-3	4		5-7	8-9			10	11	12		
8. Group Singing	1-3			4	5-6			7	8-9	10		
9. Body Image(Identification	1-2	3	4	5-6	7-9			10-11	12	13		14
10. Dramatic Play	1-2	3		4	5-7			8	9-10	11		
IV. Expressive Language Development (Language Skills)	1-20	21		22	23		24-26					27

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COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication Manual Gestures	1. Able to express pleasure and displeasure by facial expression 2. Responds to gestures made by other people 3. Tries to express needs by exaggerated physical gestures 4. Expresses needs by pointing 5. Attempts to express needs by verbalization and physical gestures 6. Expresses needs by verbalization and physical gestures	7. Uses physical gestures for descriptive and dramatic purposes	
Suggested Activities and Materials	Baumgartner, Guiding the Retarded Child pp. 68-69. Molloy, Trainable Children, pp. 25-33.	Molloy, Trainable Children, pp. 25-33.	Molloy, Trainable Children, pp. 25-33.
Modes of Communication Conversation	1. Able to respond to a spoken word physically or verbally 2. Able to answer a simple question 3. Able to express a need verbally 4. Able to relate a simple experience 5. Carries on limited conversation with peers in dramatic play situations	6. Engages in social conversation with peers, self-directed 7. Engages in directed discussions of familiar topics	8. Engages in conversation with people other than peers
Suggested Activities and Materials	Note: Refer to Listening and Language Activities. Connor & Talbot, pp. 207-208. Molloy, Trainable Children, pp. 25-33. Baumgartner, Guiding the Retarded Child, pp. 72-73. Molloy, Teaching Your Child How to Talk Chapter 12. Thomas, Teaching Language Arts, pp. 41, 54-55.	Connor & Talbot, pp. 207-208. Molloy, Trainable Children, pp. 25-33. Baumgartner, Guiding the Retarded Child, pp. 72-73. Molloy, Teaching Your Child How to Talk, Chapter 12. Thomas, Teaching Language Arts, pp. 41, 54-55.	Connor & Talbot, pp. 207-208. Molloy, Trainable Children, pp. 25-33. Baumgartner, Guiding the Retarded Child, pp. 72-73. Molloy, Teaching Your Child How to Talk, Chapter 12. Thomas, Teaching Language Arts, pp. 41, 54-55.
Modes of Communication Eye-Contact as a Speaker	1. Establishes eye-contact when spoken to 2. Establishes and maintains eye- (Cont. next page)	6. Able to express himself before a group 7. Able to maintain eye- (Cont. next page)	

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication Eye-Contact as a Speaker (Cont.)	contact when spoken to 3. Establishes eye-contact when speaking to familiar adult 4. Establishes and maintains eye-contact when speaking to familiar adult 5. Able to express himself in a group situation	contact with one person in a group conversation 8. Able to maintain eye-contact with more than one person in a group conversation 9. Develops the habit of establishing eye-contact when speaking to other people	
Suggested Activities and Materials			
Modes of Communication Use of Books	1. Able to identify familiar objects 2. Able to identify mounted pictures of familiar objects 3. Able to listen and look while teacher turns pages of a simple picture book 4. Able to turn the pages of a cloth or cardboard book properly 5. Turns pages and responds to familiar pictures	6. Able to learn to identify unfamiliar objects in a book in a directed activity 7. Able to interpret a familiar story from pictures in a book 8. Able to relate to pictures in a magazine	9. Enjoys looking at magazines and books as a leisure-time activity
Suggested Activities and Materials		Connor & Talbot, pp. 35-36. Rosenzweig, pp. 159-161. (List of books)	Connor & Talbot, pp. 35-36. Rosenzweig, pp. 159-161. (List of books)
Modes of Communication Printing	1. Able to do free scribbling with full arm motion 2. Able to make push-pull strokes with pencil or crayon 3. Able to draw large circles 4. Able to draw small circles 5. Able to draw vertical lines 6. Able to draw horizontal lines 7. Able to draw a vertical cross 8. Able to draw an oblique cross 9. Able to draw lines within specified limits (Cont. next page)	15. Able to copy simple geometric forms 16. Able to reproduce simple geometric forms 17. Able to trace first letter of first name (capital letter) 18. Able to trace each of the remaining letters in kittle (small letters) 19. Able to trace name (Cont. next page)	22. Able to write name, address and telephone number and functional words needed in everyday living in the home, school, or workshop situation

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication Printing (Cont.)	10. Able to draw vertical lines from top to bottom within guidelines in a left to right progression 11. Able to draw a straight line from point to point in any direction 12. Able to trace a vertical line 13. Able to trace and identify simple geometric forms - circle, square, triangle	20. Able to copy name 21. Able to reproduce name	
Suggested Activities and Materials	Molloy, Trainable Children, pp. 14-20, pp. 58 & 112. Young, Teaching Children with Special Learning Needs, pp. 158-159. Kephart, pp. 161-169.	Molloy, Trainable Children pp. 14-20, pp. 58 & 112. Young, Teaching Children with Special Learning Needs, pp. 158-159. Baumgartner, pp. 78-81.	Molloy, Trainable Children, pp. 14-20, pp. 58 & 112. Young, Teaching Children with Special Learning Needs, pp. 158-159. Baumgartner, pp. 78-81. Bernstein, pp. 148-151.
Modes of Communication Reading	1. Receptive to reading readiness activities and materials (a) Names common objects (b) Knows use of common objects (c) Has concepts of size, speed, location and direction (d) Has adequate eye-hand coordination (e) Names primary colors (f) Names secondary colors (g) Matches and sorts according to color, shape, size, and function (h) Matches geometric shapes (i) Perceives likeness and differences in concrete and pictured objects (j) Able to interpret pictures (k) Able to observe and remember objects in a picture (l) Can retell a simple story, using visual aids (m) Able to count by rote to ten (n) Able to imitate sounds 2. Able to recognize own name written (Cont. next page)	4. Able to match letters in own name 5. Able to write own name 6. Able to match letters and numbers 7. Able to match names of peers 8. Able to recognize names of peers 9. Able to match words from the functional list which meet immediate needs Functional Word List 1. Stop 2. Danger 3. Exit 4. Walk 5. Name 6. Address 7. Telephone No. (Cont. next page)	10. Able to recognize words for protection and information at home, school, and in the community

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication Reading (Cont.)	in manuscript 3. Has a verbal understanding of functional words	8. Poison 9. Flammable 10. No Swimming 11. Beware of Dog 12. Fall-out Shelter 13. Hot 14. Cold 15. On 16. Off Information Words 1. Restrooms 2. Men 3. Women 4. Ladies 5. Gentlemen 6. In 7. Out 8. Bus Stop 9. Up 10. Down 11. Push 12. Pull 13. Open 14. Closed 15. Keep Off 16. Keep Out 17. No Trespassing	
Suggested Activities and Materials	Baumgartner, pp. 74-78. Kephart, pp. 146-150 (survey), pp. 241-257 (training). Perry, p. 144.	Baumgartner, pp. 74-78. Molloy, Trainable Children pp. 59, 64, 65, 69 Thomas, Janet R., Teaching Reading to Mentally Retarded Children. Rosenzweig, p. 120. Bernstein, Now I Look (workbook). Bernstein, Readiness and Reading for the Retarded Child. (Cont. next page)	Baumgartner, pp. 74-78. Molloy, Trainable Children, pp. 59, 64, 65, 69. Bernstein, Now I Read (Workbook). Bernstein, Everyday Problems and the Retarded Child, pp. 65-67, 110-113, 126-129, 146-147. Perry, p. 146.

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials Reading		Hamilton, Lucy, Basic Lessons for Retarded Children, Workbook I. Bernstein, Everyday Problems and the Retarded Child, pp. 118-121. Perry, pp. 144-146.	
Modes of Communication Cursive Writing	1. Able to trace straight lines and geometric figures arranged in patterns 2. Able to copy straight lines and geometric figures arranged in patterns	3. Able to trace, copy and reproduce the first letter of own first name in cursive(capital letter) 4. Able to trace, copy, and reproduce singly the letters in own name in cursive (small letters) 5. Able to write own name in cursive 6. Able to trace, copy and reproduce the cursive letter "m"	7. Able to trace, copy, and reproduce the cursive letters "i," "w," "t," "s", "u" 8. Able to trace, copy and reproduce the cursive "e" and "l" 9. Able to trace, copy and reproduce the cursive "a,""o," "d" 10. Able to trace, copy and reproduce remaining letters of alphabet 11. Able to reproduce 2 or 3 connected letters from memory 12. Able to reproduce whole name, address and words from the functional word list in cursive and copy brief notes as a social skill
Suggested Activities and Materials	Note #1: Refer to Strauss-Lehtinen Psychopathology and Education of the Brain-Injured Child. Note #2: Manuscript writing (printing) should be well-established before cursive writing is introduced except in cases where the child demonstrates readiness to write, yet makes no progress with manuscript.	Rosenzweig, p. 122. Baumgartner, pp. 78-81.	Baumgartner, pp. 78-81.

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication T. V. Programs	1. Enjoys watching children's programs for short periods 2. Enjoys watching children's programs for extended periods 3. Recognizes and identifies visual stimuli on programs and commercials 4. Distinguishes between programs and commercials 5. Distinguishes between cartoons, comedy and cowboy programs 6. Identifies with family type programs 7. Correlates visual and auditory stimuli 8. Can describe what is happening on program	9. Can relate some of the highlights of program 10. Can relate to program before and after commercial 11. Can relate highlights of program in proper sequence	12. Enjoys watching T.V. as a leisure-time activity, and discriminates in his choice of program viewing
Suggested Activities and Materials		Educational T.V. Programs (selective)	Bernstein, Everyday Problems and the Child with Learning Difficulties, pp. 156-157.
Modes of Communication Verbal Spelling of Name	1. Respond to first name when called 2. Can say first name 3. Can recognize written first name 4. Can match letters in first name 5. Responds to first and last name when called 6. Can say full name	7. Can trace letters in first name 8. Can copy letters in first name 9. Can trace first name 10. Can copy first name 11. Can spell first name with visual clues 12. Can verbally identify letters in first name 13. Can spell first name witout visual clues 14. Can recognize written last name 15. Can match letters in last name 16. Can trace letters in last name 17. Can copy letters in last name 18. Can trace and copy last name 19. Can verbally identify letters in last name 20. Can spell last name with visual clues (Cont. next page)	23. Can write full name without visual clues 24. Can spell full name (verbally) without visual clues 25. Is able to spell full name when necessary for clarification in case of emergency and vocational applications

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Modes of Communication Verbal Spelling of Name (Cont.)		21. Can spell last name without visual clues 22. Can copy full name	
Suggested Activities and Materials		Rosenzweig, p. 68. Baumgartner, Guiding the Retarded Child, p. 81-83	Baumgartner, Guiding the Retarded Child, pp. 81-83.
Modes of Communication Grammatical Constructions	1. Able to communicate by manual or facial gestures 2. Able to communicate through gestural and verbal (one word) correlation 3. Able to communicate verbally in more than one word statements 4. Able to verbally identify objects (nouns) 5. Able to describe actions (verbs) (regular) 6. Able to ask simple questions	7. Able to describe people (pronouns) 8. Able to describe objects (adjectives) 9. Able to speak in complete simple sentences 10. Able to describe actions (-ing form of verb)	11. Able to speak in descriptive simple sentences 12. Able to participate in social conversations 13. Able to communicate verbally with peers, family, and unfamiliar persons
Suggested Activities and Materials	(Grammatical classification of words has been included for teacher clarification, and not to be presented in classroom instruction) Note: It is suggested that more emphasis be placed on development of intelligible speech and functional vocabulary than on grammatical construction.		Molloy, Trainable Children p. 62.
Receptive Language Development (Listening) (Items I-X Combined)	1. Has gross awareness of sound 2. Able to focus on a certain sound 3. Responds with eye-contact, change of facial expression and/or physical action to the tone and manner of speech directed to him 4. Enjoys listening to simple music 5. Experiments with producing sounds at will and gains practice in hearing himself make them (babbling stage) (Cont. next page)	18. Able to appreciate simple verbal humor 19. Recalls and uses auditory information 20. Recalls in correct sequence prior auditory information	21. Possesses listening skills necessary to effective language use and enjoyment of leisure-time listening activities at home, at school and in the community, and uses as a skill necessary to vocational success

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Receptive Language Development (Listening) (Cont.)	6. Attempts to imitate sounds and repeat patterns of sounds he hears 7. Responds in a definite pattern of behavior to one or more words 8. Begins to imitate words - usually onomatopoeia and duplicated in form such as mama, choo-choo, bow-wow 9. Imitates words used by others which have meaning for him 10. Imitates words which are meaningless to him 11. Begins to comprehend that words are names for things 12. Responds when own name is called 13. Responds to simple verbal direction accompanied by gestures with physical action 14. Responds to simple verbal direction with physical action 15. Enjoys listening to simple stories alone and then with peer group 16. Begins to adopt adult forms of speech correcting "baby-language" errors of omission, substitution and assimilation thru increased powers of accurate imitation provided no physical defect is present 17. Uses language to communicate simple ideas and information, and make needs known		
Suggested Activities and Materials	Connor & Talbot, pp. 222-224. Molloy, Trainable Children, pp. 24-25. Young, pp. 146-148. Thomas, pp. 29-30, 39. Baumgartner, Guiding the Retarded Child, p. 71.	Connor & Talbot, pp. 222-224. Molloy, Trainable Children, pp. 24-25. Young, pp. 146-148. Thomas, pp. 29-30, 39. Baumgartner, Guiding the Retarded Child, p. 71.	Connor & Talbot, pp. 222-224. Molloy, Trainable Children pp. 24-25. Young, pp. 146-148. Thomas, pp. 29-30, 39. Baumgartner, Guiding the Retarded Child, p. 71.

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Environmental Sounds	1. Responds to sound 2. Responds to vocal sound 3. Imitates vocal sounds (babbling) 4. Imitates animal sounds 5. Identifies animal sounds 6. Has an awareness of environmental sounds 7. Imitates environmental sounds 8. Identifies environmental sound (at least five or six)	9. Distinguishes between loud and soft sounds 10. Distinguishes between high and low pitch 11. Discriminates between distance of sound 12. Distinguishes between sounds of different tempo 13. Identifies directions of sounds (location) 14. Identifies eight environmental sounds 15. Identifies ten environmental sounds	16. Identifies rhythm instruments by sound 17. Identifies more than ten environmental sounds 18. Able to identify environmental sounds for enjoyment in leisure activities and protection in daily living
Suggested Activities and Materials	Perry, p. 147.	Perry, pp. 147-148. Van Wilson, Perceptional Training Activities Handbook, p. 30. Connor & Talbot, p. 43. Cruickshank, et al, A Teaching Method for Brain-Injured Children, pp. 182-185.	Perry, pp. 148-149.
Language Activities Identification of Objects and Pictures	1. Aware of visual stimuli in line of vision 2. Able to track objects 3. Able to isolate object (figure) from surrounding stimuli(ground) 4. Identifies familiar objects 5. Able to identify miniature of familiar objects 6. Able to identify simple colored picture of familiar object mounted on plain background 7. Able to identify more detailed picture of familiar objects mounted on plain background 8. Able to select a specific object from a group picture of familiar objects as directed (Cont. next page)	11. Able to perceive figure ground relationship in black and white pictures 12. Able to read (interpret) still pictures 13. Able to perceive figure ground relationship in moving pictures 14. Able to comprehend very simple opaque projector showings, filmstrips, and movies	15. Able to arrange three to nine pictures in a series to tell a story 16. Able to watch and interpret movies, filmstrips, picture books and magazines for leisure-time enjoyment, to gain additional knowledge, and as a vocational readiness skill

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Identification of Objects and Pictures (Cont.)	9. Able to classify picture of familiar objects 10. Able to distinguish between figure ground relationship in colored pictures		
Suggested Activities and Materials	Frostig, Marianne, The Frostig Program for Developmental Visual Perception, Chapter 3, pp. 113-131. Perry, Teaching the Mentally Retarded Children, pp. 119-120.	Rosenzweig, pp. 94-100. Baumgartner, Guiding the Retarded Child, p. 70. Perry, Teaching the Mentally Retarded Children, pp. 119-120.	Thomas, Teaching Language Arts, pp. 54-55. Perry, Teaching the Mentally Retarded Children, pp. 119-120.
Language Activities Deliver Oral Message	1. Able to follow simple direction accompanied by physical aid 2. Able to follow simple direction accompanied by physical gestures 3. Able to follow simple direction with out physical gestures 4. Able to follow directions given as part of group routine 5. Able to repeat simple sentence from memory 6. Able to deliver a short verbal message to another person in the same room when rehearsed 7. Able to deliver a short verbal message to another person in the same room unrehearsed	8. Able to deliver a short verbal message to another person in the same room and return with a verbal reply 9. Able to carry a written message outside of the room 10. Able to carry a written message outside of the room and return with a written answer 11. Able to carry a brief oral message outside of the room when rehearsed 12. Able to carry a brief oral message outside of the room unrehearsed	13. Able to deliver a message of more than one thought 14. Able to deliver a message of one thought and return with a verbal message of one thought 15. Able to deliver a message of more than one thought and return with a verbal message of more than one thought 16. Able to deliver an oral message and return with a verbal reply at home, school and the sheltered workshop
Suggested Activities and Materials	Rosenzweig, p. 106. Connor & Talbot, p. 34.		

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Relating Experiences	1. Able to use facial expressions to relate an idea 2. Able to use manual gestures while conversing 3. Able to relate experiences in simple sentences 4. Able to engage in limited conversation with peers in dramatic play situation	5. Able to express himself before a group 6. Able to relate only highlights of experiences 7. Able to recall and relate experiences in correct sequential order	8. Able to relate experiences which are interesting and appropriate 9. Able to engage in conversation with peer group and adults and relate experiences in an interesting manner
Suggested Activities and Materials	Connor & Talbot, pp. 76-77.	Connor & Talbot, pp. 78-79. Thomas, Teaching Language Arts, pp. 54-55.	Bernstein, Everyday Problems and the Child with Learning Difficulties, pp. 140-141.
Language Activities Giving Directions	1. Able to speak in one word sentence 2. Able to speak in one word sentence and be understood 3. Able to speak in two word sentence and be understood 4. Able to speak in simple sentence and be understood 5. Able to give one thought direction accompanied by physical gestures 6. Able to give one thought direction without physical gestures	7. Able to give directions of more than one thought	8. Able to give complete understandable verbal directions 9. Able to give clear and concise verbal directions at school, home, and the sheltered workshop
Suggested Activities and Materials			
Language Activities Telephone	1. Able to say own name 2. Able to listen and react to sound 3. Able to listen to a sound and find the source 4. Able to use the tele-trainer in dramatic play 5. Able to hold the tele-trainer properly 6. Able to speak into the receiver of the phone and say hello 7. Able to listen for person wanted on phone 8. Able to say hello and give own name 9. Able to converse with short responses	10. Able to expand telephone conversation to school niceties 11. Able to converse and relay a short message 12. Able to dial own number by looking at number on paper	13. Knows own number and can dial from memory 14. Able to conclude a conversation on the telephone quickly 15. Able to use the telephone properly to converse to friends, and family, to make emergency calls to doctor, fire dept. or police by dialing the operator

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Telephone Suggested Activities and Materials	Rosenzweig, p. 106.	Molloy, Trainable Children p. 62. Tel-a-Trainer Thomas, Teaching Language Arts, pp. 27, 47-49, 58.	Molloy, Trainable Children p. 62. Thomas, Teaching Language Arts, pp. 27, 47-49, 58.
Language Activities Welcoming Guests	1. Able to distinguish between familiar and unfamiliar people 2. Able to get along with others 3. Able to say own name 4. Knows how to shake hands 5. Knows greeting vocabulary - hello, good-bye, and responds to questions such as "How are you?" and "What's your name?" 6. Able to greet peers and teacher with aid 7. Able to greet peers and teacher unaided	8. Able to greet visitors aided 9. Able to greet visitors with I.D. 10. Able to greet visitor unaided with increased vocabulary -"good morning, good afternoon, pleased to meet you."	11. Displays acts of courtesy by offering seat, or holding door 12. Greets visitors appropriately and is able to engage in conversation at home, school and social functions
Suggested Activities and Materials	Connor & Talbot, pp. 94-95.	Connor & Talbot, pp.94-95. Molloy, Trainable Children p. 61.	Connor & Talbot, pp. 94-95 Molloy, Trainable Children p. 61.
Language Activities Group Singing	1. Participates in action songs before words are learned 2. Enjoys singing songs even if all words are not known 3. Able to sing in group only with direct individual assistance 4. Able to listen and learn songs by rote or repetition	5. Able to sing in group with little help 6. Able to sing with group independently 7. Able to sing songs in group with rhythm tune and pitch	8. Able to sing with group and knows five or more familiar songs 9. Able to lead peers in group singing 10. Able to use singing as a joyful group activity and to develop an appreciation of beauty in music
Suggested Activities and Materials	Connor & Talbot, pp. 41, 209-214. Perry, Teaching the Mentally Retarded Child, pp. 259-264.	Connor & Talbot, pp. 41, 209-214. Perry, Teaching the Mentally Retarded Child, pp. 259-264. (Cont. next page)	Connor & Talbot, pp. 41, 209-214. Perry, Teaching the Mentally Retarded Child, pp. 259-264. (Cont. next page)

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Group Singing Suggested Activities and Materials (Cont.)		Rosenzweig, pp. 156-159 (List of songs) Baumgartner, Guiding the Retarded Child, p. 151 (List of songs)	Rosenzweig, pp. 156-159 (List of songs) Baumgartner, Guiding the Retarded Child, p. 151 (List of songs)
Language Activities Body Image (Identification)	1. Has awareness of self: (a) sex (b) height, size 2. Displays subjective feelings about self such as attractiveness 3. Has some knowledge of basic parts of body (a) arms (e) neck (b) hands, fingers (f) chest (c) legs (g) stomach (d) feet, toes (h) back 4. Has some knowledge of head and facial features (a) eyes (d) mouth (g) tongue (b) nose (e) lips (h) hair (c) ears (f) teeth 5. Can identify basic parts of body and face 6. Can locate and name basic parts of body and face	7. Has more detailed knowledge of parts of body and facial features (a) eye brows (b) eye lids (c) eye lashes (d) cheeks (e) chin (f) forehead (g) shoulders (h) elbows (i) wrist (j) knees (k) ankles (l) hips (m) thighs 8. Can identify parts of body 9. Can locate and identify parts of body and facial features 10. Able to draw a face with features in proper place 11. Able to complete a partially drawn person	12. Able to draw a person with limbs and appendages in proper place 13. Has awareness of some of the internal parts of body 14. Has a good understanding of the body and is aware of the functions of its parts
Suggested Activities and Materials	Frostig, Chapter 5, pp. 145-151. Kephart, The Slow Learner in the Classroom, pp. 130-131 (survey), 230-235 (training).	Kephart, The Slow Learner in the Classroom, pp. 130-131 (survey), 230-235 (training).	Kephart, The Slow Learner in the Classroom, pp. 130-131 (survey), 230-235 (training).

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Language Activities Dramatic Play	1. Spontaneously expresses happiness or distress by laughing or crying 2. Engages in parallel play, using props such as dolls or toy cars in an appropriate manner 3. Engages in parallel play, using props such as dolls or toy cars in and appropriate manner with some vocalization (sounds or words) 4. Enjoys simple teacher-initiated and directed role-playing when he can dress the part and handle the appropriate props	5. Engages in role-playing with one other child with some verbalization when appropriate props are available with direction 6. Engages in role-playing with one other child with increasing verbalization with direction 7. Engages in role-playing with one other child on own initiative using both real and imaginary props 8. Engages in role-playing with two or more children on own initiative using real and imaginary props	9. Enjoys acting out teacher-directed simple, familiar stories with short speaking parts for classmates' and school entertainment 10. Dramatizes acceptable behavior in all types of social situations with direction as an aid to learning how to handle problems that exist or might confront him 11. Uses skill in role-playing as a self-expressive activity for pleasure and the release of tension
Suggested Activities and Materials	Connor & Talbot, pp. 76-79. Young, pp. 144-145. Perry, pp. 87-88.	Connor & Talbot, pp. 76-79. Perry, pp. 87-88.	Schattner, Creative Dramatics for Handicapped Children.
Expressive Language Development (Language Skills) (Items I-X Combined)	1. Produces vowel-like discomfort cries 2. Produces vowel-like comfort sounds 3. Produces consonant-like sounds in back of mouth 4. Produces front consonant sounds "m", "p","b","n","d" 5. Has gross sound awareness 6. Has fine sound awareness 7. Responds to tone and manner of speech directed to him with appropriate change of expression 8. Reproduces speech sounds for pleasure (babbling stage) 9. Produces particular sounds at will 10. Repeats patterns of sounds 11. Attempts to respond vocally when speech is directed to him 12. Responds with a definite behavior pattern to one or more words (Cont. next page)	23. Adopts adult forms of words correcting "baby-language" errors of omission substitution and assimulation thru increased powers of accurate imitation provided no physical defect exists 24. The following consonant sounds will be clearly articulated by most normal children: at CA 3 1/2 - "b","p","m" at CA 4 1/2 - "d", "t", "n","g","k" at CA 5 1/2 - "f" (Cont. next page)	27. Has intelligible speech and uses his skill in language as a means to express his needs, wishes, and thoughts at home at school, at work, and in the community and as a social skill

COMMUNICATION	PRIMARY	INTERMEDIATE	SECONDARY
Expressive Language Development (Language Skills) (Cont.)	13. Imitates words - those onomatopoeic and duplicate in form such as choo-choo 14. Imitates words used in conversation with him which have meaning for him 15. Comprehends that words are names for things 16. Responds when own name is called 17. Responds to simple verbal direction accompanied by gestures with physical action 18. Responds to simple verbal direction with physical action 19. Speaks in one-word sentences, using speech to manipulate people 20. Speaks in one-word sentences, using speech declaratively 21. Speaks in two and three-word phrases 22. Speaks in simple sentences	at CA 6 1/2 - "v","th" "l","sh" at CA 7 1/2 - "s", "r" Intellectually Disabled Children will probably be much older when (and if) correct articulation of all initial, medial, and final consonant sounds and blends is achieved 25. Regulates the volume of his speaking voice appropriately 26. Regulates the quality of his voice in most situations	
Suggested Activities and Materials	Thomas, pp. 41, 50, 54-55. Young, pp. 161-164. McCausland, Speech Through Pictures. Molloy, Teaching the Retarded Child to Talk. Baumgartner, Guiding the Retarded Child, pp. 69-71. Connor & Talbot, pp. 90-92.	(Same as Primary)	Same as Primary)

BASIC KNOWLEDGE

I. Information

1. Address
2. Friends and Family
3. School Personnel
4. Colors (Basic Colors)
5. Days
6. Months
7. Alphabet
   Refer to: (a) verbal spelling of name (b) Printing and Manuscript Writing in Communication
8. Basic Signs
   Refer to: Reading in Communication
9. Weather
10. Directions
    1. Left and Right
    2. Spatial Relationships

II. Numbers

1. Size
2. Shapes
3. Number Concepts - Number Identification - Addition
4. Money Identification
   Refer to:Practical Skills, Vocational Readiness, Money Value
5. Money Exchange
   Refer to: Practical Skills, Vocational Readiness, Money Value
6. Weight
7. Linear Measurement
8. Liquid Measurement

III. Awareness

1. Possessions
2. Animals
3. School Building
4. Toys and Games
5. Location(of Objects)
6. Dressing for Weather
   Refer to: Garment Requirement in Self-Care, Clothing
7. Pet Care
8. Property Value
9. Time Concept
10. Telling Time

IV. Social Studies

1. Community Helpers and The Community
2. Holidays
3. Farms
4. Present-Day Famous Persons
5. Topography
6. Occupations
7. Heroes
   Refer to: Holidays
8. Current Events, TV - Radio

BASIC KNOWLEDGE I. Information	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Address				1	2-3		4	5	6-7		8	
2. Friends and Family	1-7	8		9	10			11	12			
3. School Personnel	1-5		6	7	8			9				10
4. Basic Colors	1-7	8	9-11	12-13	14-15		16	17	18		19	
5. Days	1	2-3		5	6-8	9	10		11-14	15		16-18
6. Months			1	2	3	4	5		6	7	8	9-10
7. Weather	1	2-3	4-5	6-7	8-10	11		12	13			
8. Directions												
(1) Left and Right	1-6		7-8	9-10		11		12	13	14	15	16
(2) Spatial Relationships	1-3		4-5	6-7	8	9	10	11				

BASIC KNOWLEDGE II. Numbers	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Size	1-4	5-8	9	10-13	14-17	18	19	20	21			
2. Shapes	1-4	5-9	10-13	14-16	17-18	19		20-23	24			
3. Number Concepts and Identification	1	2-7	8-9	10-11	12-18	19-20	21	22	23	24	25-27	28
4. Weight	1		2-3	4	5	6			7-9			
5. Linear Measurement	1		2-3	4-7	8-9	10		11	12-13		14-15	16
6. Liquid Measurement	1		2-3	4	5-8		9-10	11-12	13-14	15-16	17	

BASIC KNOWLEDGE III. Awareness	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Possessions	1-2	3	4-5	6-7	8-9	10-11	12	13-14	15		16	
2. Animals	1-3	4-5	6-8	9	10	11-12	13-14	15	16	17	18	
3. School Building	1-3	4	5	6-7	8		9		10	11		12
4. Toys and Games	1-2	3-5	6-7	8-9	10	11		12	13			
5. Location of Objects	1-2	3	4	5-6	8-9		10	11				
6. Pet Care	1		2-3	4-5	6	7		8			9	
7. Property Value	1		2	3-4	5		6		7	8		9
8. Time Concept	1-3	4-5	6-7	8	9	10-11		12	13	14	15	16
9. Telling Time				1-4	5-6	7		8	9-10		11-12	13-14

BASIC KNOWLEDGE IV. Social Studies	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Community Helpers	1-3	4	5	6-7	8	9	10		11		12	
2. Holidays	1	2		3	4		5		6	7		
3. Farms	1-3	4	5	6-10	11	12	13	14-15	16		17	
4. Present-day Famous Persons	1	2	3	4	5-6				7	8		
5. Topography	1-2	3-4		5	6	7		8-9	10-12		13	
6. Occupations		1	2-3	4-5	6		7		8		9	10
7. Current Events TV-Radio	1-2	3	4-5	6	7	8	9	10		11	12	13

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Information Address	1. Recognizes the name of his street when he hears it	2. Able to tell the name of his street when asked 3. Able to tell the house number and the street name when asked for his address 4. Able to tell the name of his city when asked 5. Able to copy complete address	6. Able to tell the name of his city and state when asked 7. Able to state his complete address when asked - house number, street, city, and state 8. Able to write complete address
Suggested Activities and Materials	Note: Refer to Listening, Language, and Printing Skills under Communication Rosenzweig, p. 102.		Note: Each child should be taught to carry his identification with him at all times. Secure Social Security card for each secondary pupil
Information Friends and Family	1. Responds when his name is called 2. Associates the words mother and father with his parents 3. Able to call parents by name (mother and father) 4. Able to associate spoken names of siblings 5. Able to call siblings by name 6. Knows names of relatives whom he sees frequently 7. Able to associate spoken names with classmates 8. Able to verbally identify five or more classmates by name 9. Able to verbally identify all classmates and close family members by name	10. Develops habit of using names when referring to classmates or familiar adults 11. Able to name all classmates and close family members from memory	12. Able to recognize and name his friends, close family members and familiar adults and also use this skill in making introductions and gaining information
Suggested Activities and Materials	Connor & Talbot, p. 94. Molloy, pp. 27-28, 63. Perry, p. 212.	Connor & Talbot, p. 94. Molloy, pp. 27-28, 63. Perry, p. 213.	Connor & Talbot, p. 94. Molloy, p. 68.

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BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Information School Personnel	1. Recognizes his own name when he hears it 2. Able to say his own name 3. Recognizes his teacher's name when he hears it 4. Recognizes his teacher aide's name when he hears it 5. Calls his teacher and teacher aide by name 6. Learns the names of other staff personnel with whom he has frequent contact 7. Understands the function of teacher and teacher aide in limited way	8. Understands the function of other school personnel in limited way 9. Knows the names of most school personnel and addresses them properly	10. Able to address adults with whom he comes in contact correctly as a social and vocational skill
Suggested Activities and Materials	Note: Refer to Friends and Family (Basic Knowledge) Rosenzweig, p. 94.	Perry, p. 214. Rosenzweig, p. 94.	Rosenzweig, p. 214.
Information Colors	1. Aware that different colors exist 2. Shows preference for one color when given a choice 3. Able to match primary colors 4. Able to sort primary colors 5. Aware that colors have names 6. Listens and repeats primary color names during matching exercises 7. Able to select one of three primary color on request 8. Able to name color of objects if they are red, blue or yellow 9. Able to match secondary colors 10. Able to sort secondary colors 11. Listens and repeats secondary color names during matching exercises 12. Able to select one of six primary and secondary colors on request 13. Able to match and sort colors	14. Able to name color of objects if they are red, yellow, blue, green, orange, or violet 15. Matches, recognizes and names black and white 16. Chooses realistic colors for objects he is coloring or painting 17. Matches, recognizes and names dark and light shades of primary and secondary colors	18. Matches, recognizes and names the more common blends such as gray, tan 19. Able to use skill in matching, sorting, and color recognition for self-expressive activities, as a guide to choosing clothes to buy and wear, and as a prevocational skill
Suggested Activities and Materials	Molloy, p. 59. Connor & Talbot, pp. 47-48, 52. Perry, pp. 138-139. (Cont. next page)	Bernstein, pp. 134-135. Connor & Talbot, pp. 47-48, 52. Perry, pp. 139-142.	Cruickshank, p. 253. Connor & Talbot, pp. 47-48, 52. Perry, pp. 142-143.

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Colors Suggested Activities and Materials	Rosenzweig, p. 100. Hamilton, Workbook I, pp. 8-13. Note: See Body Usage, Coloring.		
Information Months	1. Recognizes name of his birth-month when he hears it 2. Aware that there are different seasons (summer is hot and winter is cold)	3. Knows name of his birth-month but has no concept of how much time must elapse before his birthday comes 4. Knows that Christmas comes in December but has no time concept 5. Can tell name of current month after several days exposure in routine school activity	6. Can sing jingle or recite by rote the months of the year, but has no time concept other than that a year is a long time 7. Aware that 4 seasons exist and has some concept of which months are in each season 8. Knows that there are 12 months in a year, 4 weeks in a month, approximately 30 days in a month 9. Able to recognize names of months and can find current month on calendar 10. Is aware of the passage of time and through his ability to use the calendar is able to orient himself in the year as a social and vocational skill
Suggested Activities and Materials	Rosenzweig, p. 102.	Rosenzweig, p. 102.	Rosenzweig, p. 102. Perry, p. 155. Molloy, p. 55.
Information Days	1. Aware that day and night are different 2. Develops concept of a day (from time he gets out of bed in morning until (Cont. next page)	6. Develops concept that a week consists of seven days 7. Able to realize that (Cont. next page)	11 Able to recognize the printed abbreviated form of each day 12. Able to use calendar (Cont. next page)

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Information Days (Cont.)	time he goes to bed at night) 3. Aware that each day has a name 4. Able to listen and repeat name of current day 5. Able to name the days of week by rote	each day has a different name 8. Able to identify each day by name with frequent verbal aid 9. Able to identify each day by name with occasional verbal aid 10. Able to identify each day by name unaided	to identify the days of the week 13. Able to identify yesterday and tomorrow on the calendar 14. Able to identify yesterday and tomorrow without the use of the calendar 15. Able to recognize the numbers 1 - 30 16. Able to identify the date of each day on the calendar 17. Able to identify the date of each day with the use of the calendar 18. Able to use this knowledge to orient himself in the week at home, school, and the sheltered workshop
Suggested Activities and Materials	Connor & Talbot, p. 59. Perry, p. 155. Rosenzweig, p. 102.	Connor & Talbot, p. 59. Molloy, p. 65. Young, p. 179. Perry, p. 155.	Connor & Talbot, p. 59. Molloy, p. 65. Young, p. 179. Perry, p. 155.
Information Weather	1. Aware of extremes in weather and shows interest or fear (example: thunderstorms) 2. Able to match weather with symbol (sun, rain, snow) in a non-verbal activity such as flannel-board weather reports 3. Able to recognize weather names (sun rain, snow) when he hears them 4. Identifies verbally the sun, rain, snow 5. Recognizes hot and cold weather 6. Knows when to wear protective clothing (Cont. next page)	8. Able to recognize weather names (windy, cloudy, lightning)when he hears them 9. Identifies verbally the wind, clouds, lightning 10. Associate hot weather with the sun and weather with rain or snow 11. Knows that lighning unsafe and knows what precautions to take if he should be caught (Cont. next page)	13. Able to understand weather reports on T.V. or radio and plan accordingly his activities and clothes for the day

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Information Weather (Cont.)	7. Able to match weather with symbol (wind, clouds, lightning in a non-verbal activity	out in a storm 12. Identifies verbally all common weather conditions and realizes implications for his immediate daily activities	
Suggested Activities and Materials	Note #1: Weather vocabulary should consist of words describing the more usual types of weather conditions found in the area. Note #2: Refer to Protective Clothing (Self Care) and Electricity (Self-Care) Connor & Talbot, p. 62. Molloy, p. 54.	Connor & Talbot, p. 62. Perry, p. 216.	Connor & Talbot, p. 62.
Information Directions I (Left and Right)	1. Has awareness of self: (a) body image (b) body schema 2. Uses bilateral symmetrical movements to maintain balance in gross motor activities 3. Uses bilateral movements to maintain balance in gross motor activities 4. Responds to surrounding objects: (a) in front of (b) at one side or the other (c) above (d) below 5. Has awareness of basic body parts: (a) arms, hands (b) legs, feet (c) head 6. Is aware that he has two eyes, two ears, two arms, two hands, two legs, two feet 7. Is able to associate one arm with one side of body, and other arm (etc.) with other side of body (Cont. next page)	11. Is able to associate right and left terms with corresponding sides of body 12. Is able to associate right arm, etc. with right of body, left arm, etc. with left side of body	13. Is able to identify objects as being on the right or left side of body 14. Able to distinguish between the right and left relationship of one object to another 15. Able to follow directions which involve left-right concepts 16. Successfully adapts to the left and right orientation of society

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Directions I (Left and Right) (Cont.)	8. Is aware that he has a front, back, and two sides of body 9. Develops a leading side and consistantly leads with dominant side 10. Develops handedness (CA 2 years in children without intellectual disabilities)		
Suggested Activities and Materials	Frostig, Ch. 6, pp. 74-83, 151-165. Kephart, p. 230. Young, pp. 152-153.	Frostig, Ch. 6, pp. 74-83, 151-165. Kephart, pp. 179-180. Young, pp. 152-153.	Frostig, Ch. 6, pp. 74-83, 151-165. Kephart, pp. 179-180.
Information Directions II (Spatial Relationship)	1. Has a good concept of body image and body schema 2. Develops spatial relationship of himself to other objects (near, far, low, high) 3. Able to move around in his spatial environment in an integrated manner 4. Responds to verbal and gestural directions involving the concepts of over, under, far, near, high, and low 5. Responds to verbal directions involving the concept of over, under, far, near, high and low 6. Develops an understanding of relationships between one object to another (in, out, in front of, in back of, on and off) 7. Able to manipulate object's relationships with verbal and gestural directions	8. Able to manipulate object's relationships with verbal directions 9. Uses directional vocabulary appropriately 10. Able to follow verbal directions of more than one thought involving directional vocabulary 11. Uses basic understanding of spatial relationships and a directional vocabulary as a pre-requisite to the development of more complex physical and intellectual skills	
Suggested Activities and Materials	Kephart, pp. 224, 217, 230, 235, 134-135,137-139. Frostig, Ch. 6, pp. 74-83, 151-165. Young, p. 151. Perry, pp. 146-147.	Kephart, pp. 134-135, 137-139, 217, 224, 230, 235. Frostig, Ch. 6, pp. 74-83, 151-165. Young, p. 151. Perry, pp. 146-147.	Kephart, pp. 134-135, 137-139, 217, 224, 230, 235. Frostig, Ch. 6, pp. 74-83, 151-165. Young, p. 151. Perry, pp. 146-147.

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Numbers Size	1. Aware that items differ in size and chooses big (or little) portions or objects according to his intended use of them 2. Matches according to gross difference in size objects identical in color and shape 3. Sorts according to gross difference in size objects that are identical in color and shape aided 4. Sorts according to gross difference in size objects that are identical in color and shape with I.D. 5. Sorts according to gross difference in size objects that are identical in color and shape unaided 6. Sorts according to gross difference in size objects that are identical in shape but not color with I.D. 7. Sorts according to gross difference in size objects that are identical in shape but not color unaided 8. Listens and repeats the words big and little while performing the sorting exercises above 9. Verbally identifies objects as big and little as he sorts or handles them 10. Sorts according to gross difference in size objects that differ in color and shape, with I.D. 11. Sorts according to gross difference in size objects that differ in color and shape unaided 12. Verbally identifies objects in the environment as big and little 13. Verbally identifies pictured objects as big and little	14. Able to string beads in alternating pattern according to size 15. Sorts objects of three sizes - large, medium, small - unaided 16. Listens and repeats the words large, medium, small, while performing the exercises above 17. Verbally identifies objects as large, medium, or small as he sorts or handles them 18. Verbally identifies objects in the environment and people as large, medium, or small 19. Increases descriptive vocabulary of size to include tall, short, fat, thin, when speaking of people 20. Increases descriptive vocabulary of size to include long, short, thick, thin, when speaking of objects	21. Uses the ability to discriminate between sizes, the understanding of the concept of size, and words describing size as a prerequisite to more advanced intellectual achievement and as a vocational skill
Suggested Activities and Materials	Baumgartner, p. 112. Perry, pp. 138-139. Molloy, pp. 53, 59. Connor & Talbot, p. 57. Young, pp. 148-149.	Perry, pp. 139-142. Connor & Talbot, p. 57.	Perry, pp. 142-143. Connor & Talbot, p. 57.

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Numbers Shapes	1. Aware of gross differences in shape 2. Able to replace simple geometric insets in form boards with aid 3. Able to replace simple geometric insets in form boards with I.D. 4. Able to replace simple geometric insets in form boards unaided 5. Able to match pairs of objects such as shoes with I.D. 6. Able to match pairs of objects such as shoes unaided 7. Able to sort objects such as silver according to shape with aid 8. Able to sort objects such as silver according to shape with I.D. 9. Able to sort objects such as silver according to shape unaided 10. Able to match graphic geometric shapes (circle, square, triangle) with I.D. 11. Able to match graphic geometric shapes (circle, square, triangle) unaided 12. Able to sort graphic geometric shapes with I.D. 13. Able to sort graphic geometric shapes unaided 14. Able to match graphic geometric shapes with geometric solids 15. Listens and repeats names of geometric shapes (circle, square, triangle) 16. Verbally identifies geometric shapes (circle, square, triangle)	17. Able to sort pictured objects according to basic shape with I.D. 18. Able to sort pictured objects according to basic shape unaided 19. Able to identify objects in the environment in the shape of a circle (tire, donut), square (paper), triangle (rhythm instrument) 20. Increases vocabulary to include round, sphere, cubic, and cone 21. Increases recognition of shapes to include rectangle, star, diamond, oval 22. Verbally identifies rectangle, star, diamond, oval 23. Able to identify objects in the environment in the shape of rectangle, star, diamond, oval	24. Uses the ability to discriminate between shapes and to understand and use words describing shape as a prerequisite to more advanced intellectual achievement and as a vocational skill
Suggested Activities and Materials	Note: Size discrimination should be well established before shape discrimination is introduced. Van Witzen, pp. 14-17. Connor & Talbot, p. 49. Perry, pp. 138-139. Rosenzweig, p. 112 Molloy, p. 53.	Bernstein, pp. 136-137. Kephart, pp. 150-154 (Survey), Ch. 10 (Training) Perry, pp. 139-142. Rosenzweig, p. 112.	Kephart, pp. 150-154 (Survey), Ch. 10 (Training) Perry, pp. 142-143. Rosenzweig, p. 112.

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Numbers (Items III, IV, V Combined) Number Concepts Number Identification Addition	1. Participates in songs, activities, involving rote counting, but has no understanding of the numerical concept he is expressing 2. Able to place finger on objects as he counts by rote, aided 3. Able to place finger on one object and repeat one, aided 4. Able to place finger on one object and repeat one, unaided 5. Associates proper number of objects with word one 6. Able to enumerate two objects 7. Associates two objects with the word two 8. Able to enumerate three objects 9. Associates three objects with the word three 10. Able to look at 1, 2, or 3 objects and tell how many 11. Able to pick out 1, 2, or 3 objects from a group on request	12. Able to associate written symbol 1 with one object 13. Able to associate the written symbol 2 with a group of 2 objects 14. Able to associate written symbol 3 with a group of 3 objects 15. Able to pick out 1, 2, of 3 objects from a group according to written direction (# symbols) 16. Able to enumerate 4 objects 17. Associates 4 objects with the word four 18. Associate the written symbol 4 with a group of 4 objects 19. Develops number concepts to 6 and associates symbols 20. Able to tell which group is larger 21. Develops number concepts to 10 and associates symbols 22. Rote counts to 20	23. Rote counts to 50 24. Rote counts to 100 25. Understands that two parts equal a whole 26. Learns that a dozen equal 12 27. Understands and uses vocabulary expressing quantity - empty, full, enough, more, all, some, none, much, little, many few 28. Has concept of basic number relationships and understands and uses basic numerical and quantitative vocabulary as a social and vocational skill
Suggested Activities and Materials	Note: The ID-T child does not perform addition as such. He can sometimes combine two small groups and compute the sum by counting. Baumgartner, pp. 197-198. Molloy, pp. 36-38, 65-66. Rosenzweig, pp. 112-114. Cruickshank, p. 211. Hamilton, Book I, pp. 14-45.	Baumgartner, pp. 197-198. Molloy, pp. 36-39, 65-66. Rosenzweig, pp. 112-114. Cruickshank, p. 211. Hamilton, Book I, pp. 14-45. Perry, pp. 151-152, 154. Thomas, Teaching Arithmetic to Mentally Retarded Children. (Cont. next page)	Baumgartner, pp. 197-198. Molloy, pp. 36-39, 65-66. Rosenzweig, pp. 112-114. Perry, pp. 152-154. Hamilton, Book I, pp. 14-45. Thomas, Teaching Arithmetic to Mentally Retarded Children. (Cont. next page)

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials (Cont.)		Feingold, Abraham, Teaching Arithmetic to Young Children.	Feingold, Abraham, Teaching Arithmetic to Young Children.
Numbers Weight	1. Aware of gross differences in weight of items he frequently handles 2. Able to sort items according to weight 3. Able to match items according to weight 4. Applies the terms heavy and light to items he frequently handles	5. Able to judge which is heaviest or lightest 6. Able to make simple comparisons of his weight with peers (relates weight according to size)	7. Understands that a scale is used to measure weight 8. Able to weigh items up to ten pounds 9. Uses weight to discriminate between items which he can manipulate independently or which require assistance from others
Suggested Activities and Materials			Teach how to lift properly various containers and weights from the floor, table, and shelf. Introduce a variety of scales.
Numbers Linear Measurement	1. Aware of gross differences in length of items he frequently handles 2. Able to sort items according to length 3. Able to match items according to length 4. Understands the terms "short," "long," and "tall" 5. Able to make simple comparisons of his height with peers (relates height according to size) 6. Able to recognize items as being near to him 7. Able to recognize items as being far from him	8. Understands the terms "far" and "near" 9. Able to distinguish between short and long and near and far 10. Able to measure distance by pacing 11. Able to compare distance as being "longer or shorter than"	12. Able to measure distance in feet with foot ruler with I.D. 13. Able to measure distance in feet with foot ruler unaided 14. Able to measure distance using feet and inches with I.D. 15. Able to measure distance using feet and inches unaided 16. Able to judge distance and measure distance with ruler, yardstick, or tape as needed at home, school, and work

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Linear Measurement Suggested Activities and Materials	Note: Refer to Number Concepts. Molloy, p. 39.	Note: Refer to Number Concepts. Molloy, p. 39.	Refer to Practical Skills, area Resource Materials Young, pp. 179-180.
Numbers Liquid Measurement	1. Able to recognize a container as being full or empty 2. Able to recognize a container as being partially filled 3. Able to recognize a container as being "too full" 4. Understands the terms "canful," "boxful," "glassful," "bottleful" and "cupful"	5. Identifies a cupful 6. Able to measure a cupful with I.D. 7. Able to measure a cupful unaided 8. Able to distinguish between containers of different sizes 9. Identifies a pint, quart, and gallon container 10. Able to measure a pint, quart, and gallon with I.D. 11. Able to measure a pint, quart, and gallon unaided 12. Able to measure "half cup" with I.D.	13. Able to measure "half cup" unaided 14. Able to distinguish between teaspoon and tablespoon 15. Able to measure tablespoon and teaspoon with I.D. 16. Able to measure tablespoon and teaspoon unaided 17. Able to measure liquids as needed at home, school, and work
Suggested Activities and Materials	Molloy, p. 39. Connor & Talbot, p. 174.	Molloy, p. 39. Perry, p. 154. Note: Refer to Practical Skills, Food Preparation	Young, pp. 179-180. Perry, p. 154.
Awareness Possessions	1. Able to identify familiar objects 2. Able to identify his clothes with I.D. 3. Able to identify his clothes unaided 4. Able to identify his own items he uses daily with I.D. 5. Able to identify his own items he uses daily unaided 6. Able to identify a few objects that (Cont. next page)	8. Able to identify items of his own which he uses occasionally with I.D. 9. Able to identify items of his own which he uses occasionally unaided 10. Able to identify an (Cont. next page)	15. Able to identify all of his possessions 16. Develops a good concept of ownership as a pre-requisite to the development of respect for his property and the property of others

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Awareness Possessions (Cont.)	belong to other peers of family members with I.D. 7. Able to identify a few objects that belong to other peers or family members unaided	increasing number of items belonging to others with I.D. 11. Able to identify and increasing number of items belonging to others unaided 12. Able to realize that some items belong to an individual and some to a group 13. Able to realize that all objects in his environment have an owner 14. Able to distinguish between individual and group ownership to a limited degree	
Suggested Activities and Materials	Connor & Talbot, p. 89.	Connor & Talbot, p. 89. Young, pp. 188-189.	Connor & Talbot, p. 89. Young, pp. 188-189.
Awareness Animals	1. Has awareness of common household pets 2. Identifies common household pets by unique characteristics such as dog barks, fish swim, birds fly, cats purr 3. Identifies household pets by name - cat, dog, etc. 4. Aware of the danger of being friendly to unfamiliar pets 5. Identifies pictures of household pets 6. Identifies common farm animals by unique characteristics 7. Identifies common farm animals by name - horse, cow, etc. 8. Identifies pictures of common farm animals 9. Identifies pictures of common zoo animals	10. Aware of food products obtained from farm animals 11. Identifies common insects in immediate environment 12. Identifies pictures of common insects 13. Identifies pictures of common wild animals and reptiles 14. Aware of danger of common wild animals and reptiles 15. Has basic knowledge of most domestic animals	16. Able to understand insect contamination of food (flies and roaches) 17. Able to classify animals into categories 18. Has adequate knowledge and understanding of animals and uses this information to orient himself in his environment and to take the necessary precautions in his relationships with animals

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials	Connor & Talbot, p. 61. Rosenzweig, pp. 100-101.		Bernstein, pp. 94-97.
Awareness School Building	1. Able to realize that he spends most of the school day in one room 2. Leaves and returns to classroom as required during school routine 3. Locates his own classroom from usual point of entrance with I.D. 4. Locates his own classroom from usual point of entrance unaided 5. Locates his own classroom from frequently used points in the school with I.D. 6. Locates his own classroom from frequently used points in the school unaided 7. Finds his way to and from frequently used areas in the school with I.D.	8. Finds his way to and from frequently used areas in the school unaided 9. Travels independently, using the most direct route, to and from frequently used areas in the school	10. Understands the layout of the school building and can locate different classrooms by number 11. Finds any area in the school when given verbal directions 12. Able to follow verbal directions in traveling in familiar and unfamiliar buildings
Suggested Activities and Materials	Practical experience through touring the school. Connor & Talbot, p. 202.	Connor & Talbot, p. 202. Molloy, p. 62. Practical experience through touring the school.	Connor & Talbot, p. 202. Practical experience through touring the school.
Awareness Toys and Games	1. Discriminates between toys and other objects 2. Uses simple toys for proper purpose with I.D. 3. Uses simple toys for proper purpose unaided 4. Distinguishes between indoor and outdoor toys 5. Replaces toys in proper place with I.D. 6. Replaces toys in proper place unaided (Cont. next page)	10. Plays simple games unaided 11. Plays with new games with I. D. 12. Able to demonstrate to others how to play with toys or familiar games	13. Enjoys participating in games with family, peers, and friends in leisure time

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Awareness Toys and Games (Cont.)	7. Uses toys in combination with each other (example: cars and blocks) 8. Uses and replaces multipiece toys properly 9. Plays simple games with I.D.		
Suggested Activities and Materials	Connor & Talbot, pp. 99, 125-127, 129-131, 146-150. Perry, pp. 12-13, 40-41, 83, 130, 191, 193, 255-264. Young, pp. 142-146. Rosenzweig, pp. 69, 73, 77, 79, 99, 139, 156-159, 161.	Connor & Talbot, pp. 99, 125-127, 129-131, 146-150. Perry, pp. 12-13, 40-41, 83, 130, 191, 193, 255-264. AAHPER, Physical Activities for the Mentally Retarded Rosenzweig, pp. 69, 73, 77, 79, 99, 139, 156-159, 161.	(Same as Intermediate)
Awareness Location of Objects	1. Identifies objects frequently used in classroom 2. Able to locate objects frequently used in classroom with I.D. 3. Able to locate objects frequently used in classroom unaided 4. Able to return objects frequently used in classroom to proper place with I.D. 5. Able to return objects frequently used in classroom to proper place unaided 6. Able to locate objects occasionally used in classroom with I.D.	7. Able to locate objects occasionally used in classroom unaided 8. Able to return objects occasionally used in classroom to proper place with I.D. 9. Able to return objects occasionally used in classroom to proper place unaided 10. Can find the place for storage of a new object together with other objects of the same category 11. Establishes habit of returning articles to proper storage place at home, school, and sheltered workshop	

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Awareness Location of Objects Suggested Activities and Materials	Connor & Talbot, p. 189, 191.	Connor & Talbot, p. 189, 191. Perry, p. 199.	Connor & Talbot, p. 189, 191.
Awareness Pet Care	1. Distinguishes between pets and other animals 2. Distinguishes between pets which can be handled and those which can't (fish) 3. Knows how to pick up pets properly 4. Understands that cruel treatment of pets is unacceptable and dangerous 5. Able to assist in feeding pets	6. Has an expanded understanding of pets, what they eat, and where they live (fish in water, bird in cage) 7. Understands that pets are dependent on people for food and care 8. Able to care for pet as part of daily routine, under supervision	9. Able to care for own pet (feeding and cleaning out cages) and as a possible vocation
Suggested Activities and Materials	Rosenzweig, pp. 80-81 Perry, p. 216. Hamilton, Book II, pp. 14-23. Bernstein, pp. 94-97.	Rosenzweig, pp. 80-81 Perry, p. 216. Hamilton, Book II, pp. 14-23.	Rosenzweig, pp. 80-81 Hamilton, Book II, pp. 14-23.
Awareness Property Value	1. Establishes non-materialistic value of personal item to which he is attached 2. Understands that all of his property has value (because of use) 3. Understands that all of his personal property has monetary value (exchange of money for items) 4. Aware that some items cost more than others (gross difference)	5. Distinguishes between expensive and inexpensive items 6. Has a limited understanding of what 5¢ and 10¢ will buy	7. Has a limited understanding of what items can be bought which cost less than one dollar 8. Understands that money is earned and that some jobs pay more than others 9. Understands the value of money in a limited way, and develops pride of personal property based on materialistic value

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Awareness Property Value Suggested Activities and Materials		Refer to Practical Skills: Vocational Readiness, Money Values	
Awareness Time Concept	1. Can distinguish between day and night 2. Has concept of a day 3. Associates morning, noon and evening with meals 4. Associates morning, afternoon, evening, and night with related activities 5. Relates to present activities and understands such terms as: now and today 6. Relates to activities which occurred in the immediate past (as the activity completed before the present one) 7. Relates to activities which immediately follow the present, and understands such terms as: next and after 8. Relates to activities which will follow the present, and understands such terms as: soon, later, and in a little while	9. Relates to previous activities and understands such terms as "this morning" (when referring to morning in the afternoon) 10. Relates to activities which will follow in the future, and understands the meaning of tomorrow 11. Relates to and understands the meaning of yesterday 12. Relates experiences in sequence of time from morning to noon or from noon to night	13. Relates experiences in sequence of time from morning to night 14. Relates experiences in sequence of time from day to day (yesterday, today, and tomorrow) 15. Refers to an experience which has happened or which will happen on a specific day, and understands the relationship of that day to the present 16. Able to follow verbal directions which involve sequential order and uses time concepts in daily and weekly planning
Suggested Activities and Materials	Connor & Talbot, pp. 58-59. Refer to: Basic Knowledge, Information (Days)	Connor & Talbot, pp. 58-59. Rosenzweig, pp. 111-115.	(Same as Intermediate)
Awareness Telling Time	1. Has adequate concept of passage of time (Refer to time concepts) 2. Can distinguish between a long and a short time 3. Recognizes a clock and has a limited understanding of its use (Cont. next page)	5. Able to count and recognize number symbols from 1-12. 6. Able to discriminate between the long and short hands on the clock (Cont. next page)	9. Understands that a half-hour is shorter than an hour 10. Able to tell time on the half-hour (half-past) (Cont. next page)

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Awareness Telling Time (Cont.)	4. Associates position of hands on clock with specific activities, for example: juice time, recess time, lunch time, and time to go home	7. Has a limited concept of an hour (aware that an hour is shorter than a day) 8. Able to tell time on the hour	11. Able to tell when it is quarter after the hour 12. Able to tell when it is quarter before the hour 13. Able to tell when it is: About (the hour) o'clock About (half-past) the hour About (quarter after) the hour About (quarter before) the hour 14. Uses the ability to tell time as a guide in school activities, social activities, and work opportunities
Suggested Activities and Materials		Perry, p. 156. Molloy, p. 66. Young, pp. 178-179.	Perry, 156. Molloy, p. 70. Young, pp. 178-179.
Social Studies Community Helpers and the Community	1. Recognizes other people outside of family members 2. Recognizes other people at school (teacher and peers) 3. Aware of other people in his immediate environment 4. Aware of the different types of services people render in the community 5. Associates appropriate names which describe specific services rendered by people in the community with whom he comes in frequent contact, such as: mailman, ice cream man, and garbage man 6. Recognizes uniformed people in the community who provide safety (Cont. next page)	8. Has an expanded recognition of other community helpers such as grocery man, sales clerk, and cashier 9. Has an expanded understanding of services rendered by community helpers 10. Associates community facilities with type of service rendered by community helpers such as grocery store with grocer, doctor with hospital	11. Understands how services rendered by community helpers benefit him 12. Understands the roles of most community helpers, what they do, where they work, and how to use them for assistance or help

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Social Studies Community Helpers and the Community (Cont.)	protection and has a limited understanding of services rendered by them (example: policeman and fireman) 7. Associates appropriate names which describe specific services rendered by people in the community with whom he has some contact such as doctor and dentist		
Suggested Activities and Materials	Rosenzweig, pp. 102-103.	Rosenzweig, pp. 102-103. Perry, pp. 217-218. Baumgartner, pp. 207, 228-230.	Rosenzweig, pp. 102-103. Baumgartner, pp. 207, 228-230.
Social Studies Holidays	1. Enjoys participating in holiday activities 2. Enjoys participating in pre-planning for holidays 3. Anticipates specific holidays for materialistic reasons: Halloween, Thanksgiving, Christmas, Valentine's Day, Easter	4. Understands in a limited way why some holidays are celebrated 5. Associates some holidays with season or month: Thanksgiving - fall - November, Christmas - winter - December, Easter - spring	6. Understands and associates, in a limited way, some holidays with historical figures: George Washington - Birthday, Abraham Lincoln - Birthday, Pilgrims - Thanksgiving 7. Has a simple understanding of most holidays and looks forward to preparing for them and taking part in their activities
Suggested Activities and Materials	Rosenzweig, pp. 146-155. Hamilton, Book I, pp. 46-64.	(Same as Primary)	Rosenzweig, pp. 146-155.
Social Studies Farms	1. Able to identify citrus fruits and pictures of citrus fruits 2. Able to identify citrus groves found in the community 3. Able to identify pictures of citrus groves (Cont. next page)	11. Has a limited understanding of the farmer and his role 12. Associates dairy products with dairy farm animals (cow, chicken) (Cont. next page)	16. Can identify contents of most canned fruits and vegetables by pictures on labels. 17. Has a good understanding of farms found in (Cont. next page)

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Social Studies Farms (Cont.)	4. Able to identify familiar fruits and vegetables (and pictures of them) 5. Recognizes some of the equipment used in maintaining citrus groves (tractor, truck, hoe, ladder) 6. Aware of other farms found in the community (truck and dairy farms) 7. Able to identify pictures of different farms 8. Can identify some of the farm animals seen in the community (cow, horse, pig, chicken) 9. Able to identify farms in the community, and pictures of farms) 10. Understands in a simple way the purpose of a farm	13. Recognizes different types of meat and associates them with proper animal 14. Aware of different types of crops produced on local truck farms 15. Can identify local crops (fresh vegetables and fruits) and pictures of them	the community: types of farms, farm products, how they are harvested and prepared.
Suggested Activities and Materials	Refer to Self-Care, Foods; and Basic Knowledge, Animals.		
Social Studies Present Day Famous Persons	1. Has adequate attention span to watch and enjoy TV programs 2. Has ability to recall previously seen TV character (Batman, etc.) 3. Relates to and identifies with a TV character 4. Recognizes photographs of his favorite TV characters	5. Recognizes TV, movie, and recording artists which are frequently seen 6. Recognizes photographs of TV, movie, and recording artists which are frequently seen	7. Recognizes present-day famous persons who are in the spotlight (President of the U.S., astronauts, etc.) 8. Aware of the most important present-day famous persons; recognizing them when seen on TV or in photographs and recalling basic information about them when discussed in conversations
Suggested Activities and Materials	Newspapers Magazine T. V.	Bernstein, pp. 140-141. Thomas, p. 63.	Bernstein,pp. 140-141.

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BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Social Studies Topography	1. Able to identify objects seen in immediate outdoor environment (trees, houses, roads, etc.) 2. Able to identify pictures of objects which have been observed in the immediate environment 3. Able to identify elements seen in immediate environment (sand, water, sky) 4. Can identify bodies of water seen in the immediate environment (lakes, ocean) 5. Can identify pictures of lakes, oceans	6. Able to comprehend topographical features not found in the immediate environment but seen in pictures: (a) mountains (b) cliffs (c) waterfalls - rivers (d) deserts 7. Able to identify pictures of topographical features not found in the immediate environment 8. Understands and recognizes most topographical features seen in colored pictures 9. Understands and recognizes most topographical features seen in black and white pictures	10. Can distinguish between water and land on map 11. Can identify U.S.A. on world map 12. Can locate state on U.S.A. map 13. Has a good understanding of topographical features found in his environment for purposes of orientation, safety, and recreation
Suggested Activities and Materials			
Social Studies Occupations	1. Distinguishes between work and play 2. Aware of household work performed by mother 3. Understands that father works away from home but is not familiar with his occupation 4. Recognizes job title of father and can describe what he does at work 5. Recognizes community helpers with whom he comes in frequent contact and can describe type of work performed by them (mailman, milkman, garbage man, etc.)	6. Has an extended awareness of different kinds of work which he has observed in the community (repairman, truck and bus drivers, construction workers, etc.) 7. Understands that people work for money	8. Relates to different types of jobs which interest him, or which he would be successful in performing as an adult 9. Realizes the importance of good work habits, and is aware of the skills he must acquire before he can be employed (Refer to: Practical Skills, Vocational Readiness, Skills 1-10 (Cont. next page)

BASIC KNOWLEDGE	PRIMARY	INTERMEDIATE	SECONDARY
Social Studies Occupations (Cont.)			10. Has achieved maximum potential in development of vocational readiness and is able to apply his knowledge of job responsibilities in the sheltered workshop or community
Suggested Activities and Materials	Refer to Community Helpers in this section.		President's Committee on Employing the Handicapped, Ch. 1, pp. 24-25. Field trips to see unskilled labor. Field trip to Sheltered Workshop.
Social Studies Current Events Radio and T.V.	1. Responds to events which happen to him or around him such as a birthday party, a special trip, or a visit by someone special 2. Recalls events that were special to him 3. Recalls and verbally relates events that were special to him 4. Responds to and recalls events which happened to someone else around him-family and peers 5. Verbally relates outstanding event which happened to someone else 6. Associates pictures with events in which he participated	7. Aware of special current events in the community such as the circus or a special movie 8. Recalls and verbally relates events which 9. took place in his community such as: a storm, a fire, an accident 9. Associates pictures with events which happened in his community or at school 10. Anticipates and prepares for events which will take place such as: birthdays, holidays, trips, and social events	11. Aware of special news events on TV, and has a limited understanding of what is happening, for example: launching of a rocket 12. Able to understand a TV or radio weather forecast (hot, cold, rain, sunny, thundershowers, etc.) 13. Aware of events which take place in the community and can comprehend special current events in the spotlight when he sees them on TV or hears about them in conversation
Suggested Activities and Materials	Refer to Basic Knowledge, Holidays, Present Day Famous People, and Weather.		

PRACTICAL SKILLS

I. Tools

1. Broom
2. Mop
3. Hammer
4. Pencil Sharpener
5. Paint Brush
6. Sandpaper
7. Gardening Tools
   (1) Raking
   (2) Hoeing
8. Screwdriver
9. Hand Saw
10. Sewing

II. Household Items

1. Refrigerator
2. Radio-TV
3. Phonograph
4. Keys (Refer to: Body Usage)
5. Shades or Blinds
6. Vacuum Cleaner
7. Can Opener
8. Toaster
9. Washing Machine
10. Stove
11. Iron

III. Family Chores

1. Hanging Up Clothes
2. Food Preparation
3. Serving Food
4. Table Setting
5. Disposing of Waste
6. Clearing Table
7. Washing Dishes
8. Dusting
9. Folding Articles
10. Making Bed

IV. Vocational Readiness

1. Authority
2. Acceptability by Peers
3. Habits
4. Quality of Work
5. Extended Work Schedule
6. Attitudes - Peers
7. Attitude Toward Work
8. Punctuality
9. Travel
10. Money Value

PRACTICAL SKILLS	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
I. Tools	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Broom				1-4	5-6			7-8	9	10		11
2. Mop				1-4	5	6		7	8	9		10
3. Hammer	1-3			4			5-13	14		15	16	
4. Pencil Sharpener	1	2		3-5	6-7	8	9	10				
5. Paint Brush	1-2	3	4	5-6	7			8-9	10-11	12-13	14-15	16
6. Sandpaper	1		2-3	4-5		6		7	8	9	10	
7. Gardening Tools (1)Raking				1-4	5	6		7-8	9	10		11
(2) Hoeing				1-4	5			6		7	8	
8. Screwdriver	1			2	3	4	5	6	7	8	9	10
9. Hand Saw	1			2-4		5-8	9	10	11	12	13	14
10. Sewing			1	2-3	4-5			6	7-8	9-10	11-18	19-20

PRACTICAL SKILLS	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
II. Household Items	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Refrigerator				1-3	4	5	6	7	8	9	10-11	12
2. Radio - TV	1			2	3	4	5	6-7				8-10
3. Phonograph	1			2				3-6	7-8	9		
4. Shades or Blinds	1			2	3-4		5-6	7-8	9-10	11		12
5. Vacuum Cleaner			1	2-6		7	8	9	10	11-12	13-14	15
6. Can Opener	1			2-3	4	5		6-7	8		9	10
7. Toaster	1-2	3		4-5				6-7	8-9		10	
8. Washing Machine			1-3	4-6	7-8	9		10-13	14-17		18-24	25-26
9. Stove	1	2		3	4	5-6	7	8	9-10	11-12	13-15	16
10. Iron	1	2		3		4-5		6	7-9	10-11	12-17	18

PRACTICAL SKILLS	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
III. Family Chores	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Hanging up Clothes	1	2	3-6	7-9	10-15			16	17-18			
2. Food Preparation	1-2	3	4	5-8	9-10	11		12-15	16-18	19	20	21
3. Serving Food	1	2		3	4-5		6-7		8-9	10-11	12	
4. Table Setting		1	2	3-6	7-10	11			12	13		
5. Disposing of Waste	1	2	3	4	5	6-7		8	9	10		
6. Clearing Table	1			2-3	4	5		6	7-8	9		
7. Washing Dishes		1	2	3-4			5	6	7	8-9	10	11
8. Dusting		1		2		3	4	5	6			
9. Folding Articles			1-2	3-5	6			7	8-9	10	11	
10. Making Bed	1-2	3	4	5-8	9-12			13		14-15	16	17-18

PRACTICAL SKILLS	Primary Programed Achievement				Intermediate Programed Achievement				Secondary Programed Achievement			
IV. Vocational Readiness	P-1	P-2	P-3	P-4	I-5	I-6	I-7	I-8	S-9	S-10	S-11	S-12
1. Authority	1-2	3	4	5	6			7				8
2. Acceptability by Peers	1-2	3-4	5	6	7	8		9	10			
3. Habits	1	2		3	4-6			7			8	9
4. Quality of Work				1-3	4-5		6		7			8
5. Extended Work Schedule	1-3			4	5			6		7		8
6. Attitudes - Peers	1-2	3	4	5	6	7		8				9
7. Attitude Toward Work	1-3	4-5	6		7			8	9			10
8. Punctuality	1-3			4	5							6
9. Travel	1-4		5-6	7-8		9		10-11				12-13
10. Money Value		1-2	3	4-5			6-9	10-14	15-17		18	19

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Broom	1. Knows use of broom 2. Able to hold adaptive broom properly 3. Able to make sweeping motions with adaptive broom 4. Able to control physical motions of broom aided	5. Able to control physical motions of broom unaided 6. Able to sweep open areas 7. Able to sweep into a held dust pan 8. Able to sweep under objects and corners with aid	9. Able to sweep under objects and corners unaided 10. Sweeps under desks, tables, and in corners and picks up dirt in dust pan 11. Able to do an efficient job of sweeping at school and home, and to perfect the skill for a possible vocation
Suggested Activities and Materials		Perry, p. 199. Rosenzweig, p. 130. Molloy, p. 67. Bernstein, pp. 41-44.	Perry, p. 199. Molloy, p. 68.
Tools Mopping	1. Knows use of mop 2. Able to hold adaptive dry mop 3. Able to make mopping motion with adaptive dry mop 4. Able to mop open areas with damp mop	5. Able to mop open areas with wet mop 6. Able to mop corners and confined areas with wet mop 7. Able to wring mop with aid	8. Able to wring mop without aid 9. Able to use large mop with wringer 10. Able to do an efficient job of mopping at school, or home and to perfect the skill for a possible vocation
Suggested Activities and Materials		Molloy, p. 67.	Rosenzweig, p. 134.
Tools Hammer	1. Able to make pounding movement with hand 2. Able to make contact with some part of hammerboard (Cont. next page)	5. Able to hold hardware hammer 6. Understands use of hammer (Cont. next page)	15. Able to join wood with nails 16. Able to use hammer successfully in making craft projects

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Hammer (Cont.)	3. Able to hit peg on hammerboard 4. Able to use hammerboard properly	7. Able to control approximate direction of hammer 8. Able to control direction with fair precision 9. Able to insert nail into styrofoam with success 10. Able to insert nail into started hole 11. Able to start nail into wood aided 12. Able to start nail into wood unaided 13. Able to hammer successfully when nail is started 14. Able to start nail and hammer into place properly	
Suggested Activities and Materials	Perry, p. 182. Connor & Talbot, p. 120.	Perry, p. 183. Connor & Talbot, p. 120. Rosenzweig, p.142.	Perry, p. 184. Connor & Talbot, p. 120. Bernstein, pp. 53-56. McNeice & Benson, pp. 109-110.
Tools Pencil Sharpener	1. Able to place pegs in pegboard 2. Able to turn handles on musical box-type toys 3. Able to place pencil in hole of sharpener unaided 4. Able to hold pencil in hole, and to turn handle with aid 5. Able to hold pencil in hole, and to turn handle unaided	6. Able to sharpen pencil properly when aided by direction 7. Able to sharpen pencil properly unaided 8. Can clean pencil sharpener when requested with aid 9. Can clean pencil sharpener when requested and replace unaided 10. Can sharpen pencils independently and clean sharpener when needed	

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Pencil Sharpener Suggested Activities and Materials			
Tools Paint Brush	1. Able to cover designated area on blackboard using wet sponge 2. Able to cover designated area on flat surface with sponge 3. Able to make strokes on a dark piece of paper using water with a minimum of spilling and dripping 4. Able to cover a piece of paper with a water-base paint fairly well with a minimum of spilling and dripping 5. Able to cover a piece of paper with a water-base paint leaving no missed areas but with poor stroking 6. Able to prepare work area and clean brushes and work area with aid	7. Able to cover a piece of paper with a water-base paint using good stroking 8. Able to paint paper-mache and plaster of paris objects adequately using water base paint and shellac 9. Able to prepare work area, clean brushes and work area unaided except when shellac has been used	10. Able to paint flat surfaces using enamel paint with aid 11. Able to paint flat surfaces adequately using enamel unaided 12. Able to paint objects such as tables, etc. with aid 13. Able to paint objects such as tables, etc. without aid 14. Able to prepare work area and clean brushes and work area aided 15. Able to prepare work area and clean brushes and work area unaided but with supervision 16. Able to use the skill of painting for leisure and vocational purposes
Suggested Activities and Materials	Connor & Talbot, pp. 214-215.	Connor & Talbot, pp. 214-215. Perry, p. 187.	Connor & Talbot, pp. 214-215. Perry, p. 188. Bernstein, p. 49-51. McNeice & Benson, pp. 114-116.
Tools Sandpaper	1. Able to hold sponge in hand and wipe table (Cont. next page)	6. Able to use a proper sanding motion unaided (Cont. next page)	8. Takes wood down to a smooth finish when directed (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Sandpaper (Cont.)	2. Able to use cloth to polish or wax table with aid 3. Able to use cloth to polish or wax table unaided 4. Able to hold sandpaper wrapped around a wooden block and sand rough edges down on a small board 5. Able to hold sandpaper wrapped around a wooden block and sand a flat surface, using proper sanding motion with aid	7. Able to distinguish between a finished and unfinished sanding job	9. Able to take wood down to a smooth finish unsupervised 10. Able to use the skill of sanding for leisure and vocational purposes
Suggested Activities and Materials		Perry, p. 184. Rosenzweig, p. 142.	
Tools Gardening Tools 1. Raking Tools	1. Knows use of rake 2. Able to hold an adaptive rake properly 3. Able to make raking movements 4. Able to rake small open area with aid	5. Able to rake open area with minimal efficiency with verbal directions 6. Able to rake open area with some efficiency and occasional verbal direction 7. Able to rake small area into piles with direction 8. Able to pick up small rakings and place into containers with direction	9. Able to rake specific designated areas such as under shrubbery, along walkways, buildings and around trees with direction 10. Able to rake specific designated areas such as under shrubbery, along walkways, buildings and around trees independently 11. Able to do an efficient job of raking at school or home and to perfect the skill for a possible vocation
Suggested Activities and Materials		Molloy, p. 67. Perry, p. 200.	Perry, pp. 200-201.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Gardening Tools 2. Hoeing	1. Knows use of hoe 2. Able to hold an adaptive hoe properly 3. Able to make hoeing movements 4. Able to hoe in a small open garden area with aid	5. Able to hoe open garden area with minimal efficiency with verbal instructions 6. Able to hoe open garden areas with some efficiency and occasional verbal direction	7. Able to hoe between and around large plants 8. Able to help prepare and maintain a garden plot
Suggested Activities and Materials	Plastic play tools	Practical application with actual tools	Practical application with actual tools
Tools Screwdriver	1. Pre-training for use of the screwdriver should include experiences with manipulative toys which encourage the child to grasp small objects, to twist and turn various handles, to put together two or more objects and to hold and use simple tools 2. Able to screw large nuts and bolts together using hands	3. Able to screw medium and small nuts and bolts together 4. Able to start large screws (using fingers) in pre-drilled holes 5. Able to screw large screws using a screwdriver with direction and aid 6. Able to screw large screws using a screwdriver with minimal efficiency without aid	7. Able to screw increasingly small screw using a screwdriver with efficiency 8. Able to use screws and screwdriver to join two pieces of material 9. Selects the proper screw and screwdriver to couple a given job 10. Able to use this skill in craft and vocational work
Suggested Activities and Materials	Note: Suggested manipulative toys and items include hammerboard, carpe - ter's bench, pegboard, birthday candles into holders, Kingcraft large wooden screw, a gimlet, and tinker toys Connor & Talbot, pp. 122, 124, 128.	Connor & Talbot, p. 122. Rosenzweig, p. 136. Perry, p. 186.	Connor & Talbot, p. 122. Rosenzweig, p. 136. Perry, p. 186. McNeice & Benson, pp. 110-111.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Hand Saw	1. Pre-training for use of the hand saw should include experiences with manipulation toys which require the use of both hands, in which one hand holds and the other manipulates. 2. Able to make sawing motions with saw in miter box 3. Able to saw small board in two pieces using miter box aided 4. Able to saw small board in two pieces using miter box unaided	5. Able to handle small compass saw and make nicks along edge of soft material such as styrofoam with aid 6. Able to handle small compass saw and make nicks along edge of soft material such as sytrofoam unaided 7. Able to cut with small saw in prestarted groove using even strokes without forcing saw, with aid 8. Able to cut with small saw in prestarted groove using even strokes without forcing saw, without aid 9. Able to saw small pieces of wood held in vice, using controlled, firm strokes with aid 10. Able to saw small pieces of wood, held in vice, using controlled, firm strokes unaided	11. Able to start and saw a board in two held in vice, following a drawn line 12. Able to saw a board held with one hand and sawed with the other hand following a drawn line with minimal efficiency 13. Able to saw a board held with one hand and sawed with the other hand following a drawn line successfully 14. Able to use this skill successfully in crafts and possible vocational work
Suggested Activities and Materials	Connor & Talbot, p. 121.	Perry, pp. 184-185. Connor & Talbot, p. 121.	Perry, pp. 185-186. Connor & Talbot, p. 121. McNeice & Benson, pp. 92-101.
Tools Sewing	1. Able to place pegs in pegboard in patterns 2. Able to string beads 3. Able to use large sewing card with aid	4. Able to use sewing cards unaided, with verbal directions 5. Able to use sewing cards unaided 6. Able to do simple craft lacing with aid	7. Able to do craft work using lacing unaided 8. Able to make running stitches using large needle and heavy contrasting thread, aided 9. Able to make running (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Tools Sewing (Cont.)			stitches using large needle and heavy contrasting thread, unaided 10. Able to make regular running stitches using thread the same color as the cloth unaided 11. Able to hemstitch with aid 12. Able to hemstitch unaided 13. Able to sew on large buttons aided 14. Able to sew on large buttons unaided 15. Able to sew on small buttons unaided 16. Able to thread needle with directions and aid 17. Able to thread needle unaided 18. Able to sew in a straight line using sewing machine aided 19. Able to sew in a straight line using sewing machine with direction 20. Able to use a minimum skill in sewing to care for own clothes and as a vocational skill
Suggested Activities and Materials	Cruickshank, pp. 170-173. Connor & Talbot, p. 119.	Perry, pp. 166, 168-169.	Perry, pp. 166-172. Rosenzweig, pp. 132, 144. Baumgartner, pp. 217-220.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Refrigerator	1. Able to open and close refrigerator door properly 2. Removes food from the refrigerator without dropping or causing spills and closes door, directed 3. Replaces items without dropping or causing spills and closes door, directed	4. Removes and replaces items in refrigerator without causing spills and closes door 5. Stores foods with direction 6. Able to distinguish between refrigerated and non-refrigerated foods 7. Stores foods unaided, but occasionally in wrong compartment	8. Stores foods in proper compartments 9. Able to fill ice tray and place in freezer 10. Able to defrost and clean refrigerator with aid 11. Able to defrost and clean refrigerator unaided 12. Able to use and care for the refrigerator properly as a part of homemaking and possible vocational skill
Suggested Activities and Materials		Bernstein, pp. 45-48.	
Household Items Radio-T.V.	1. Child participates in activities designed to develop his auditory discrimination and to increase his interest span 2. Knows use of radio and T.V.	3. Able to turn on and off and adjust volume of radio 4. Able to select radio stations with direction 5. Able to turn on and off and adjust volume on T.V. 6. Able to select channels on T.V. with directions 7. Able to select channels and stations properly without aid	8. Able to adjust horizontal, vertical, and brightness controls on T.V. with direction 9. Able to adjust horizontal, vertical, and brightness controls on T.V. unaided 10. Able to use radio and T.V. independently for leisure-time activity
Suggested Activities and Materials	Note: It is suggested that the primary child not be encouraged to operate the radio or T.V. due to varying home regulations	Bernstein, pp. 156-157.	Bernstein, pp. 156-157.
Household Ttems Phonograph	1. Child participates in activities designed to develop his auditory discrimination and to increase his interest span (Cont.next page)	3. Able to place record on still turn table 4. Able to turn record player on and off (Cont. next page)	7. Able to adjust rpm regulator to correspond to size of record (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Phonograph (Cont.)	2. Knows use of phonograph	5. Able to place arm on record properly with direction 6. Able to adjust volume of record player	8. Able to care for records properly 9. Able to use phonograph independently for leisure time activity
Suggested Activities and Materials	Note: It is suggested that the primary child not be encouraged to operate the phonograph due to varying home regulations		
Household Items Shades or Blinds	1. Able to grasp strings on pull toys 2. Aware of need to adjust shades	3. Able to raise and lower shades aided 4. Able to raise and lower shades with verbal directions 5. Able to raise and lower shades unaided 6. Able to adjust blinds aided 7. Able to adjust blinds with verbal directions 8. Able to adjust blinds unaided	9. Able to raise and lower blinds aided 10. Able to raise and lower blinds unaided 11. Able to operate pulley for drapes unaided 12. Able to adjust blinds, shades and drapes properly at home, school and at work when needed
Suggested Activities and Materials			
Household Items Vacuum Cleaner	1. Able to push adapted carpet sweeper with aid 2. Able to turn vacuum cleaner on and off 3. Able to use vacuum to clean open area aided 4. Able to help replace parts of the vacuum cleaner in storage 5. Able to use vacuum to clean open area unaided 6. Able to use vacuum to clean in restricted areas aided	7. Able to use vacuum to clean in restricted areas unaided 8. Able to choose proper attachments for bare floor rug aided 9. Able to replace vacuum cleaner parts in storage unaided	10. Able to choose proper attachments unaided 11. Able to use attachment to clean blinds aided 12. Able to use attachment to clean blinds unaided 13. Able to assemble and disassemble accessories aided 14. Able to assemble and disassemble accessories

(Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Vacuum Cleaner (Cont.)			unaided 15. Able to use the vacuum cleaner properly and assemble and disassemble accessories independently at home, at school and at work
Suggested Activities and Materials		Rosenzweig, p. 134. Bernstein, pp. 41-44.	
Household Items Can-Opener (Manual)	1. Able to manipulate toys or objects that require using a turning or twisting motion 2. Able to punch hole in can with a drink opener aided 3. Able to punch hole in can with a drink opener while can is held without aid	4. Able to punch hole in can with drink opener independently 5. Able to use wall can opener after can has been started 6. Able to use hand type can opener after can has been started 7. Realizes the danger of sharp can tops	8. Handles and disposes of sharp can tops carefully 9. Able to use openers successfully on any style and size of can and operates various types of openers 10. Able to open cans at home when necessary
Suggested Activities and Materials			Bernstein, pp. 33-36.
Household Items Toaster	1. Able to place pegs in pegboard 2. Able to insert dowels in hammerboard 3. Able to insert envelope into slotted box 4. Understands use of toaster and is aware of the danger in sticking fingers or other objects into toaster slots. 5. Able to assist in preparing toast	6. Able to insert bread in toaster and push down on toaster handle 7. Able to remove toast from toaster	8. Able to regulate controls on toaster for desired degree 9. Able to toast and butter bread 10. Able to assist in the kitchen at home using this skill, and to make toast independently
Suggested Activities and Materials			

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Washing Machine	1. Able to distinguish between soiled and clean clothes 2. Able to place soiled clothes in hamper 3. Able to manipulate clothes pins 4. Readiness activities which require scrubbing and wringing movements needed in washing clothes by hand 5. Able to wash doll clothes by hand with minimum efficiency aided 6. Able to wash doll clothes by hand with minimum efficiency with I.D.	7. Able to wash doll clothes by hand with minimal efficiency unaided 8. Able to wash doll clothes by hand with more efficiency 9. Able to wash own socks and underwear by hand with some efficiency and hang to dry unaided 10. Able to remove clothes from washer and hang up on line or put in dryer with I.D. 11. Able to remove clothes from washer and hang up on line or put in dryer unaided 12. Able to sort dry clothes and put away with I.D. 13. Able to sort dry clothes and put away unaided	14. Able to place clothes in washer with I.D. 15. Able to place clothes in washer unaided 16. Able to add detergents and bleaches with I.D. 17. Able to add detergents and bleaches that are pre-measured unaided 18. Able to set controls with I.D. 19. Able to set controls unaided 20. Able to turn washer on with I.D. 21. Able to turn washer on a unaided 22. Able to start washer with I.D. 23. Able to start washer unaided 24. Able to wash, dry and put away properly own socks and underwear 25. Able to set dials correctly, use bleach and detergent properly for load 26. Able to wash simple garments as needed at home either by hand or in machine and able to use this skill as a possible vocation
Suggested Activities and Materials	Connor & Talbot, p. 71.	Connor & Talbot, p. 71. Perry, p. 204. Rosenzweig, p. 133.	Perry, pp. 204-205. Bernstein, pp. 82-85.
Household Items Stove	1. Understands use of stove and is aware of its dangerous properties 2. Uses toy stove properly in dramatic play sessions (Cont. next page)	4. Able to cook popcorn and pudding, etc., in saucepan on hot plate or stove (Cont. next page)	9. Able to boil water in kettle or saucepan on top of stove aided (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Stove (Cont.)	3. Assist in making popcorn and pudding on hot plate	5. Able to turn burners on and off, plug and unplug hot plate as directed 6. Able to turn oven on and off as directed 7. Able to bake (from mix) items in oven aided 8. Able to wipe off stove when finished as directed	10. Able to boil water in kettle or saucepan on top of stove with supervision 11. Able to cook simple, familiar foods in saucepan on top of stove aided 12. Able to cook simple, familiar foods in saucepan on top of stove with supervision 13. Able to bake (from mix) familiar items in oven 14. Able to fry food aided 15. Able to wipe off stove and clean oven unaided 16. Able to use a minimum cooking skill to help care for self and family at home and as a possible vocational skill
Suggested Activities and Materials		Refer to Practical Skills, Family Chores.	Refer to Practical Skills, Family Chores.
Household Items Iron	1. Knows use of iron and is aware of its dangerous properties 2. Uses toy iron properly in dramatic play sessions	3. Can use warm hand iron on flat pieces aided 4. Can plug and unplug iron 5. Can set up and take down ironing board aided 6. Able to sprinkle clothes properly with aid	7. Can set up and take down board unaided 8. Able to iron flat pieces with a warm iron unaided but supervised 9. Able to sprinkle clothes properly unaided but supervised 10. Able to iron sprinkled flat pieces using a hot iron supervised (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Household Items Iron (Cont.)			11. Able to use a steam iron on flat pieces supervised 12. Able to spray on starch with supervision 13. Able to iron a straight skirt with aid 14. Able to iron a straight skirt unaided but supervised 15. Able to iron a simple blouse or skirt aided 16. Able to iron a simple blouse or skirt unaided but supervised 17. Able to iron other items with supervision 18. Able to use the skill of ironing under supervision to help at home and as a possible vocational skill
Suggested Activities and Materials		Rosenzweig, p. 132.	
Family Chores Hanging Up Clothes	1. Able to take off unfastened coat, sweater or jacket 2. Develops habit of removing protective clothing indoors 3. Has an awareness of the need to hang up clothing 4. Able to distinghish between inside and outside garments 5. Able to find loop or collar on garment for hanging 6. Able to hang coat, sweater, or jacket on hook aided 7. Able to hang coat, sweater, or jacket on hook unaided 8. Able to take coat, sweater, or jacket from hook aided (Cont. next page)	10. Able to find arms in garment place on tables 11. Able to insert hanger into one arm of garment placed on table aided 12. Able to insert hanger into one arm of garment placed on table unaided 13. Able to insert hanger in both arms of garment on table aided 14. Able to insert hanger in both arms of (Cont. next page)	17. Able to hang up and take down clothes properly on hook and hangers independently 18. Able to use this skill for acquiring a responsibility for own orderliness at home and school

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Family Chores Hanging Up Clothes (Cont.)	9. Able to take coat, sweater, or jacket from hook unaided	garment on table unaided 15. Able to place hanger with garment in hook 16. Able to place hanger with garment in closet	
Suggested Activities and Materials	Refer to Self-Care, Coat Management. Connor & Talbot, p. 188.	Connor & Talbot, p. 188.	Connor & Talbot, p. 188.
Family Chores Food Preparation	1. Pretends to cook with toy utensils in dramatic play sessions 2. Avoids dangers that exist in kitchen with reminder 3. Engages in readiness activities which involve filling, stirring, mixing, and spreading 4. Prepares instant kool-aid or tea with I.D. 5. Prepares sugar-coated cereal with I.D. 6. Prepares shake-a-pudding with I.D. 7. Spreads butter on bread with I.D. 8. Helps to prepare crackers and juice at break time aided	9. Prepares crackers and juice at break time unaided 10. Prepares shake-a-pudding unaided 11. Makes sandwiches with aid 12. Opens can and peels vegetables and fruits with aid 13. Assists in baking cake 14. Assists in broiling meat 15. Assists in heating canned food	16. Makes sandwiches unaided 17. Makes toasted sandwiches with supervision 18. Opens cans, peels vegetables and fruits with supervision 19. Makes familiar puddings, soups, heats canned foods with supervision 20. Cooks two items simultaneously with supervision 21. Able to use a minimal skill in cooking to prepare food for self if necessary, to help at home and as a possible vocational skill
Suggested Activities and Materials	Perry, p. 203.	Perry, pp. 203-204. Connor & Talbot, pp. 218-219. Rosenzweig, p. 134.	Perry, p. 204. Connor & Talbot, pp. 226-227. Baumgartner, pp. 215-217. Hamilton, Book II, pp. 55-63.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Family Chores Serving Food	1. Able to pass out placemats, napkins with direction 2. Can serve solid foods such as crackers for snack time with direction 3. Can serve semi-solid foods such as jello or ice cream without spilling with direction	4. Able to pass out placemats and napkin unaided 5. Can serve solid and semi-solid foods without spilling unaided 6. Can pour from a pitcher to a glass with aid 7. Can pour from a pitcher to a glass unaided	8. Can serve from a pitcher without spilling 9. Can serve plates of hot foods without spilling 10. Can serve hot liquids without spilling 11. Able to help self at table and pass items without spilling 12. Able to serve foods at home and at school and as a possible vocational skill
Suggested Activities and Materials	Perry, p. 201 Note: Refer to BODY USAGE section for sequential procedures for teaching Pouring Liquids.	Perry, p. 202.	Perry, p. 203. Baumgartner, pp. 215-217.
Family Chores Table Setting	1. Able to pass out napkins and place properly on place mat with direction 2. Able to fold a napkin 3. Able to place cup on mat for snack 4. Able to set table for snacks unaided 5. Able to distinguish between knife, fork, and spoon 6. Able to distinguish between cup and glass	7. Able to distinguish between a bowl and a plate 8. Able to place plate in correct position on table corresponding to chair 9. Able to place napkins in position with I.D. 10. Able to place glass in position with I.D. 11. Able to place silverware in position with I.D.	12. Able to place plate, napkin, glass and silverware in correct position independently 13. Able to set a table properly and can assume responsibility at home or school for setting a complete table and for a possible vocational skill
Suggested Activities and Materials		Hamilton, Book II, pp. 51-54. Molloy, p. 67.	Rosenzweig, p. 78.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Family Chores Disposing of Waste	1. Disposes of litter as directed 2. Disposes of litter with occasional reminder 3. Disposes of litter as part of routine 4. Cleans up spills with aid	5. Cleans up spills with verbal direction 6. Cleans up spills when necessary 7. Cleans eating area and disposes of waste with supervision 8. Cleans eating area and disposes of waste independently	9. Disposes of waste and litter and cleans up spills and self-directed 10. Uses this skill and habit at home, and as a possible vocation
Suggested Activities and Materials			
Family Chores Clearing Table	1. Able to help wipe off table with damp sponge 2. Able to collect napkins, silver, and milk containers after meals 3. Able to scrape own plate and carry to kitchen after meals	4. Able to wipe off table unaided, brushing crumbs into hand and not on floor 5. Able to scrape plates and pile and take back to kitchen with supervision 6. Able to clean lunch table unaided	7. Able to clear table at home, taking serving dishes to sink and placing leftover items in refrigerator with direction 8. Able to clear table at home, taking serving dishes to sink and placing leftover items in refrigerator independently 9. Able to use this skill to help at home and at school and as a possible vocational skill
Suggested Activities and Materials	Connor & Talbot, pp. 177-178.	Connor & Talbot, pp. 177-178. Molloy, p. 67.	Connor & Talbot, pp. 177-178. Perry, p. 204.
Family Chores Washing Dishes	1. Engages in water play using toy dishes (Cont. next page)	5. Able to dry plates, pans, bowls, cups and (Cont. next page)	7. Able to wash and dry dishes and utensils aided (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Family Chores Washing Dishes (Cont.)	2. Able to soap, rinse and dry own hands satisfactorily 3. Able to sort silverware with aid 4. Able to dry silverware with aid	silver, etc. used in classroom 6. Able to wash bowls, cups, silver, pans, etc. used in classroom cooking projects with aid	8. Able to wash and dry pots and pans with verbal directions 9. Able to wash and dry pots and pans without aid 10. Able to clean sink and counters unaided 11. Able to use the skill of washing dishes to help at home and at school and as a possible vocational skill
Suggested Activities and Materials	Note: Refer to Family Chores section on Clearing Table for sequence of steps to be used in teaching this prerequisite skill. Connor & Talbot, pp. 179-180.	Molloy, p. 68. Connor & Talbot, pp. 179-180.	Molloy, p. 71. Connor & Talbot, pp. 179-180.
Family Chores Dusting	1. Able to wipe off flat surfaces with a damp cloth unaided 2. Able to dust flat surfaces with I.D.	3. Able to dust corners with I.D. 4. Able to dust rungs and furniture legs with I.D. 5. Able to lift items and dust under them with I.D.	6. Able to dust furniture at home and at school with minimum supervision
Suggested Activities and Materials		Perry, p. 199. Molloy, p. 67.	Perry, pp. 199-200. Molloy, pp. 68, 71. Bernstein, pp. 41-44.
Family Chores Folding Articles	1. Distinguishes between folding and wadding 2. Able to fold a wash cloth in half matching ends 3. Able to fold a wash cloth in half and half again aided (Cont. next page)	6. Able to fold in half and half again a bath or beach towel 7. Able to fold a small sheet with help	8. Able to fold a single sheet with minimal efficiency 9. Able to assist in folding sheets, blankets and bedspreads (Cont. next page)

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Family Chores Folding Articles (Cont.)	4. Able to fold a wash cloth in half and half again unaided 5. Able to fold a dish towel in half and half again matching ends and creasing		10. Able to fold clothes with minimal efficiency 11. Able to use the skill of folding at home, at school and as a possible vocation
Suggested Activities and Materials	Note: Refer to section on BODY USAGE, Eye-Hand Coordination, Folding Paper		
Family Chores Making Beds	1. Able to undo an adaptive bed aided (top sheet, bottom sheet, pillow-case) 2. Able to undo an adaptive bed unaided 3. Able to undo single bed unaided 4. Able to put mattress pad on adaptive bed aided 5. Able to put mattress pad on adaptive bed unaided 6. Able to assist in putting bottom sheet on adaptive bed (contour and flat sheets) 7. Able to assist in putting top sheet on adaptive bed 8. Able to assist in putting pillow case on adaptive pillow	9. Able to put bottom sheet on adaptive bed with minimal efficiency 10. Able to put top sheet on adaptive bed with minimal efficiency 11. Able to put pillow case on adaptive pillow with minimal efficiency 12. Able to make adaptive bed with minimal efficiency 13. Able to assist in making single bed	14. Able to make a single bed unaided (mattress pad, bottom sheet, top sheet, pillow case, blanket) 15. Able to assist in putting on bedspread 16. Able to put on bedspread unaided 17. Able to make double bed with minimal efficiency 18. Able to use the skill of making beds to help at home and as a possible vocational skill
Suggested Activities and Materials		Hamilton, Book II, p. 50.	
Vocational Readiness Authority	1. Cooperates with authorities when he understands what is expected of him 2. Responds to individual direction 3. Develops awareness of school routine 4. Follows school routine 5. Responds to individual direction given by other school authorities besides own teacher	6. Develops positive attitude toward authority and rules 7. Follows rules and regulations independently, at home and at school	8. Follows rules and regulations independently at work and in the community

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Suggested Activities and Materials			Fudell & Peck, Ch. 10.
Vocational Readiness Acceptability by Peers	1. Has an awareness of self: (a) body image (b) body concept (c) body schema 2. Able to engage in parallel play 3. Willing to share when directed 4. Engages in cooperative play with one other child 5. Forms friendship with one peer 6. Engages in cooperative play with several other children	7. Engages in directed and self-directed group play activities successfully 8. Forms friendships with several peers 9. Shows interest in being a part of school and social functions	10. Accepted by peers, family, and the community at large
Suggested Activities and Materials			Fudell & Peck, Ch. 2.
Vocational Readiness Work Habits	1. Able to complete a simple task when aided 2. Able to complete a familiar simple task unaided 3. Recognizes when simple task is completed	4. Develops pride in work and tries to do his best 5. Develops a positive attitude toward work and tries to do what is expected of him 6. Able to complete a complex task with supervision 7. Able to complete a complex task independently	8. Able to perform repetitious tasks such as those required in a sheltered workshop 9. Able to perform successfully in a sheltered workshop
Suggested Activities and Materials	Molloy, p. 64.	Molloy, p. 64.	Molloy, p. 64. Fudell & Peck, Ch. 3, 4 and 9. Perry, p. 206. Note: System of rewards should be used.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Vocational Readiness Quality of Work	1. Able to tell when a simple task has been completed 2. Tries to win adult approval through work 3. Has habit of completing simple tasks assigned to him	4. Develops pride in his work 5. Produces good work with verbal direction 6. Recognizes gross differences in quality of work when pointed out to him	7. Distinguishes between gross differences in quality of work and tries to improve on own initiative 8. Distinguishes between work of poor and good quality and consistently turns out adequate products in vocational workshop setting
Suggested Activities and Materials			Fudell & Peck, Ch. 4 and 8 Bernstein, pp. 64-69. Note: System of rewards should be used.
Vocational Readiness Extended Work Schedule	1. Shows interest in a work activity 2. Able to retain interest in a work activity for five minutes 3. Able to retain interest and work productively in a work activity for five minutes 4. Able to retain interest and work productively in a work activity for ten minutes	5. Able to retain interest and work productively in a work activity for fifteen minutes 6. Able to retain interest and work productively in a work activity for a period of over thirty minutes	7. Able to retain interest and work productively in a work activity for a period of over one hour 8. Able to work productively for a full day's work schedule in a sheltered workshop situation
Suggested Activities and Materials			System of rewards and promotion schould be used.
Vocational Readiness Attitude - Peers	1. Engage in parallel play 2. Engage in cooperative play with one other person 3. Engages in cooperative play with several persons 4. Willing to share when directed 5. Able to get along with his selected peers	6. Able to get along with all familiar peers 7. Cooperatively engages in work activities with peers 8. Is cooperative in working with others at home and at school	9. Able to cooperate and work efficiently with co-workers in vocational workshop

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Vocational Readiness Attitude-Peers (Cont.) Suggested Activities and Materials	Baumgartner, pp. 170-171.	Baumgartner, pp. 170-171.	Baumgartner, pp. 170-171. Fudell & Peck, Ch. 2, 10.
Vocational Readiness Attitude Toward Work	1. Understands what is expected of him in a play situation 2. Understands what is expected of him in a work situation 3. Able to complete a simple task with I.D. 4. Able to complete a simple task without aid 5. Enjoys work when assured of success 6. Performs tasks willingly in a supervised situation	7. Performs tasks willingly in an unsupervised situation 8. Develops pride in work and tries to do his best	9. Performs tasks with interest and shows responsibility to complete the task 10. Able to create a pleasant attitude toward work and to develop this skill to be applied in work and school situation
Suggested Activities and Materials	Baumgartner, pp. 171-174.		Baumgartner, pp. 177-178, 228-230. How to Get a Job, Ch. 1 Fudell & Peck, Ch. 11.
Vocational Readiness Punctuality (Prompt as an Action) Suggested Activities and Materials	1. Able to start and stop individual activity aided 2. Able to start and stop individual activity as directed 3. Able to start and stop group activity when directed 4. Able to start and stop activity as part of school routine with occasional reminders Note: Refer to Basic Knowledge (Time Concept)	5. Able to start and stop activity as part of school routines	6. Able to respond to directions at home, school, and sheltered workshop Young, p. 178. Fudell & Peck, Ch. 5 & 6.

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Vocational Readiness Travel	1. Sits quietly while riding in the family car on short trips 2. Sits quietly while traveling with parents for short trips on public vehicles 3. Sits quietly while traveling on school bus 4. Able to get on and off school bus aided 5. Knows special rules for school bus travel 6. Able to get on and off school bus with supervision 7. Able to get on and off all types of public transportation with aid 8. Able to behave acceptably on long trips by car or public vehicle	9. Able to get on and off all types of public transportation with supervision 10. Able to buy own ticket or pay own fare with direction 11. Recognizes familiar landmarks and can tell adult with him where to get off school bus or public vehicles	12. Able to travel familiar route between two learned points independently 13. Able to travel independently in adulthood to and from his vocational workshop
Suggested Activities and Materials		Bernstein, pp. 138-139. Rosenzweig, p. 138. Practical application.	How to Get a Job, p. 15. Practical application
Vocational Readiness Money Value	1. Distinguishes between money and similar objects 2. Knows use of money 3. Recognizes penny and nickel 4. Uses pennies and nickels to purchase items as directed 5. Can purchase item costing one cent independently	6. Can exchange five pennies for nickel 7. Recognizes dime 8. Can exchange ten pennies or two nickels for dime 9. Can purchase items which cost five or ten cents 10. Recognizes quarter 11. Can make change for quarter using one set of coins 12. Can purchase items costing less than a quarter 13. Recognizes all coins 14. Distinguishes between expensive and non-expensive items	15. Can make change for a quarter using several combinations 16. Recognizes dollar bill 17. Recognizes bills of different denominations 18. Uses designated money for independent purchases 19. Has habit of saving and can use money for specific needs

PRACTICAL SKILLS	PRIMARY	INTERMEDIATE	SECONDARY
Vocational Readiness	Connor & Talbot, p. 51.	Connor & Talbot, p. 51.	Connor & Talbot, p. 51.
Money Value		Molloy, p. 66.	Molloy, p. 70.
Suggested Activities and Materials		Perry, p. 154. Note: Practical experience using real money is best with these children.	Perry, p. 154. Practical experience using real money is best with these children.

SOCIAL BEHAVIOR GOALS

I. Self-Control

1. Maintains stability in most situati s
2. Able to control temper appropriately
3. Responds positively to authority figure when he understands what is expected of him
4. Respects criticism and tries to do what is expected of him
5. Feels secure in most situat ons
6. Accepts changes in routine without becoming upset
7. Participates in group work and social activities successfully
8. Enjoys participating in group games regard ess of winning or losing
9. Engages in conversations without shouting even when emotionally involved
10. Understands and follows fire drill procedures safely

II. Personality

1. Enjoys most work and play activities and shows appropriate enthusiasm
2. Aware of others and is willing to share and take turns
3. Cares for personal and non-personal property appropriately
4. Distinguishes between personal and non-personal property, and knows the proper way to obtain things which don't belong to him
5. Complies with the rules and regulations maintained at school and in the community
6. Distinguishes between truth and untruth and tells truth regardless of consequences
7. Can be depended upon to complete a given task
8. Leads peer group in simple play and work activities
9. Accepted by peers, family and the community
10. Appropriately accepts, shows affection by acts of kindness

III. Group Participation

1. Behaves acceptably in arrival and dismissal procedures in familiar and unfamiliar situations
2. Behaves appropriately when attending school and community movies and performances
3. Maintains appropriate behavior in community restaurants
4. Maintains appropriate behavior at community parties
5. Engages successfully in group play activities at school and in his neighborhood
6. Contributes to the success of group social experiences
7. Successfully engages in simple team games
8. Expresses self appropriately in making group decisions
9. Behaves acceptably on field trips

IV. Social Amenities

1. Sits properly in various social situations
2. Has a warm welcoming greeting appropriate to the situation
3. Displays acceptable table manners at home, school, and in the community
4. Offers appropriate apologies for most situations
5. Expresses appropriate courtesy required in social situations
6. Offers to help others in accordance with his ability
7. Introduces people to each other whenever the occasion arises
8. Behaves well and makes visitors feel welcome at home and school

SOCIAL BEHAVIOR GOALS I. Self-Control	Developmental Characteristics	Suggested Activities and Materials
1. Maintains stability in most situations	1. Usually remains calm in routine situations 2. Able to accept mild provocation or reprimand in a familiar situation 3. Able to remain calm when the unexpected happens, with I.D. from a familiar authority figure 4. Able to remain calm in most situations with direction from authority figures 5. Able to maintain stability in most situations independently provided his ability to cope is not overtaxed	Young, pp. 181-186. Molloy, p. 58.
2. Able to control temper appropriately	1. Able to be distracted when angry or frustrated, thus averting a temper tantrum 2. Able to express anger or frustration in ways other than by throwing a temper tantrum in (1) crying (2) physical aggression toward inanimate objects (with I.D.) (play therapy) 3. Able to verbalize feelings of anger or aggression releasing tension thru discussion of problem with authority figure with I.D. plus opportunity for play therapy 4. Able to control overt expressions of anger or frustration, releasing tensions independently in acceptable ways: (1) verbally (2) physical activity	Connor & Talbot, pp. 103-107. Rosenzweig, pp. 72-73. Molloy, p. 69.
3. Responds positively to authority figures when he understands what is expected of him	1. Able to recognize authority figures 2. Able to enter into rapport with authority figures 3. Willingly follows directions of familiar authority figures when he understands what is desired of him (Cont. next page)	Connor & Talbot, p. 85. Molloy, pp. 57, 69.

SOCIAL BEHAVIOR GOALS I. Self-Control	Developmental Characteristics	Suggested Activities and Materials
	4. Follows directions of unfamiliar authority figures 5. Respects known rules when authority figure is not physically present 6. Responds positively to directions given at home, school and work and in the community	
4. Respects criticism and tries to do what is expected of him	1. Able to accept correction from a familiar authority figure without becoming upset 2. Accepts correction from familiar authority figure and attempts to improve 3. Accepts correction from all authority figures and attempts to improve 4. Requests criticism from supervisors and is able to initiate some self-improvements independently	Molloy, p. 69.
5. Feels secure in most situations	1. Feels secure in home situation 2. Feels secure in school situation only with parental support 3. Feels secure in school situation with familiar authority figure present and routine events taking place 4. Feels secure in most situations if familiar authority figures are present 5. Feels secure in most situations even if familiar authority figures are not present 6. Feels secure in most situations provided he is not provoked or asked to perform beyond his ability level	Young, pp. 181-186. Molloy, p. 63.
6. Accepts changes in routtine without becoming upset	1. Able to accept minor changes in routine if change is explained to him in advance by familiar authority figure (Cont. next page)	Molloy, pp. 58, 63.

SOCIAL BEHAVIOR GOALS I. Self-Control	Developmental Characteristics	Suggested Activities and Materials
	2. Able to accept major changes in routine if change is explained to him in advance by familiar authority figure 3. Able to accept changes in routine without advance preparation provided familiar authority figure is present 4. Able to adjust to changes in routine without advanced preparation or familiar authority figure present	
7. Participates in group work and social activities successfully	1. Able to engage in parallel play 2. Able to share, take turns with I.D. 3. Able to engage in cooperative play with one other child 4. Able to respond in group setting to familiar authority figure and relate to group with I.D. 5. Able to engage in cooperative play with several other children 6. Able to share, take turns, etc., as a part of school routine 7. Able to work with small group of children at a common task with I.D. 8. Able to participate socially with his peers in group activities 9. Able to work with his peers and superiors with supervision 10. Able to engage in group activities with his family and in the community inconspicuously	Connor & Talbot, pp. 215-218. Rosenzweig, pp. 76, 92. Young, pp. 186-188, 220.
8. Enjoys participating in group games regardless of winning or losing	1. Engages in parallel play 2. Shares, takes turns with I.D. (Cont. next page)	Molloy. pp, 63, 69. Rosenzweig, p. 76.

SOCIAL BEHAVIOR GOALS I. Self-Control	Developmental Characteristics	Suggested Activities and Materials
	3. Engages in cooperative play with one other child with I.D. 4. Engages in cooperative play with one other child without direction 5. Engages successfully in non-competitive circle-type games with peers with I.D. 6. Engages successfully in simple games such as relay races with peers without becoming upset when he fails to win 7. Able to accept winning gracefully and losing without becoming angry or depressed	
9. Engages in conversations without shouting, even when emotionally involved	1. Controls overt expressions of anger or resentment toward peers with aid 2. Controls overt expressions of anger or resentment toward peers with I.D. 3. Controls overt expressions of anger or resentment toward peers occasionally on own initiative 4. Controls overt expressions of anger or resentment toward peers most of the time unless severely provoked 5. Develops increasing tolerance toward peers 6. Able to engage in conversation with peers when there is a difference of opinion without becoming upset to the point of shouting	
10. Understands and follows fire drill procedures safely	1. Able to walk in class group with aid 2. Able to walk in class group with I.D. 3. Able to walk in line, following teacher, aided 4. Able to walk in line, following teacher, with I.D. (Cont. next page)	

SOCIAL BEHAVIOR GOALS I. Self-Control	Developmental Characteristics	Suggested Activities and Materials
	5. Able to walk in line, following teacher, unaided with occasional reminders 6. Understands reason for fire drill 7. Recognizes fire signal 8. Knows routine fire-drill procedure 9. Follows fire-drill routine unaided with occasional reminders 10. Able to follow fire-drill procedure without panic at school and at work	
SOCIAL BEHAVIOR GOALS II. Personality		
1. Enjoys most work and play activities and shows appropriate enthusiasm	1. Demonstrates outward enthusiasm in activities which please him: such as play, music, etc. 2. Demonstrates enthusiasm when a work activity has been completed and materially rewarded (permitted to do something he likes) 3. Demonstrates enthusiasm when work activity has been completed and is given adult approval 4. Shows enthusiasm for most work and play situations in which previous success has been achieved 5. Enjoys most work and play activities and shows enthusiasm when attempting new skills 6. Uses appropriate enthusiasm as a means of expressing his interest and approval	
2. Aware of others and is willing to share and take turns	1. Aware of other peers in classroom and learns to wait for his turn in routine activities such as washing hands and drinking at the fountain 2. Aware of other children on play-ground and learns to take turns on play-ground equipment (Cont. next page)	Connor & Talbot, pp. 86-87. Molloy, p. 57. Rosenzweig, p. 74.

SOCIAL BEHAVIOR GOALS II. Personality	Developmental Characteristics	Suggested Activities and Materials
	3. Learns to take turns in play activities and games 4. Shares classroom toys when directed 5. Shares classroom toys with friends, self-directed, after taking his part first 6. Tries to give same amount of classroom toys to friends and himself,self-directed 7. Shares personal toys and games with friends 8. Learns that in order for others to share with him, he must also share with others 9. Waits for his turn, as a social courtesy, at school and in the community	
3. Cares for personal and non-personal property appropriately	1. Recognizes personal property 2. Attempts to take care of personal property when directed 3. Attaches non-materialistic value to personal property he likes, and tries to preserve it for future use 4. Learns how to use and take care of personal and school property 5. Distinguishes between personal and non-personal property 6. Learnsnot to use property of others without permission 7. Asks permission to borrow property of others and returns it, self-directed 8. Has a limited understanding of the materialistic value of personal and non-personal property, and develops habit of protecting it properly	Molloy, p. 63.
4. Distinguishes between personal and non-personal property, and knows the proper way to obtain things which don't belong to him	1. Distinguishes between personal property and property which belongs to others (Cont. next page)	Fudell & Peck, Ch. 7. Molloy, pp. 57, 63, 69.

SOCIAL BEHAVIOR GOALS II. Personality	Developmental Characteristics	Suggested Activities and Materials
	2. Becomes upset when his property is taken by someone else, and is aware of the displeasure he causes when taking property of others 3. Understands that if he wants to use something that does not belong to him that he must have permission and learns how to ask for it 4. Understands that money must be exchanged for retailed merchandise, and that he must not take something before he pays for it 5. Aware of the importance honesty plays in getting along with others and in keeping a job	Young, pp. 188-193.
5. Complies with the rules and regulations maintained at school and in the community	1. Recognizes and establishes adequate rapport with authority figures 2. Follows directions of familiar authority figure when he understands what is expected of him 3. Distinguishes between acceptable and non-acceptable classroom behavior, and tries to do what is expected of him if it is not beyond his ability (Hyperactive and brain-damaged children need provided outlets to absorb overt behavior) 4. Is obedient in following directions under general supervision 5. Understands and performs under general supervision appropriate behavior required in different situations and activities (indoor-outdoor, work-play, traveling inside the building, on the bus, etc.) 6. Respects known school rules and regulations, and complies with them, self-directed 7. Understands and complies with the rules and regulations maintained in the community	Connor & Talbot, p. 65. Young, pp. 188-193.
6. Distinguishes between truth and untruth, and tells truth regardless of consequences	1. Distinguishes between real and make-believe experiences (Cont. next page)	Young, pp. 188-193.

SOCIAL BEHAVIOR GOALS II. Personality	Developmental Characteristics	Suggested Activities and Materials
	2. Distinguishes between experience which happened to him or to someone else	
	3. Relates untrue experiences to impress listener, knowing that it isn't true	
	4. Understands what is expected of him when he is asked to tell the truth, and will correct an untrue statement	
	5. Tells the truth when he is not fearful of the consequences	
	6. Tells the truth regardless of the consequences	
7. Can be depended upon to complete a given task	1. Able to complete a simple task when he understands what is expected of him and provided his attention span isn't over taxed	Molloy, pp. 58, 64, 69. Rosenzweig, p. 70.
	2. Able to start a familiar simple task and know when it is completed	
	3. Develops habit of completing one task before starting another	
	4. Able to follow directions in performing a more complex task	
	5. Able to complete a familiar complex task independently	
	6. Accurately performs a task in repetition (such as would be required in the sheltered workshop) with minimum supervision	
8. Leads peer group in simple play and work activities	1. Engages in parallel play	Molloy, p. 68.
	2. Engages in cooperative play with one other child and occasionally takes the leading role	
	3. Engages in cooperative play with more than one child as a leader or follower	
	(Cont. next page)	

SOCIAL BEHAVIOR GOALS II. Personality	Developmental Characteristics	Suggested Activities and Materials
	4. Enjoys participating in group activities - singing, games, etc. 5. Enjoys being leader in a directed group activity 6. Able to lead a familiar group activity without assistance	
9. Accepted by peers, family, and the community	1. Engages successfully in cooperative play with one other child 2. Develops friendship with one child 3. Engages successfully in cooperative play with more than one child 4. Follows directions from familiar authority figures 5. Wiiling to take turns and share appropriately 6. Respects property of others and does not borrow without permission 7. Successfully engages in group work and play activities 8. Complies with rules and regulations maintained at home, school, and in the community	Connor & Talbot, pp. 87-89.
10. Appropriately accepts and shows affection by acts of kindness	1. Depends on physical affection from authority figures for security 2. Interprets physical affection from authority figures as approval 3. Shows affection to peers through physical contact 4. Accepts verbal affection, warmth and kindness, from authority figures as approval 5. Demonstrates affection to peers and authority figures through acts of kindness	Molloy, p. 68.

SOCIAL BEHAVIOR GOALS III. Group Participation	Developmental Characteristics	Suggested Activities and Materials
1. Behaves acceptably in arrival and dismissal procedures in familiar and unfamiliar situations	1. Behaves acceptably in arrival and dismissal procedures under individual supervision 2. Behaves acceptably in arrival and dismissal procedures under group supervision 3. Follows arrival and dismissal procedures as part of school routine in group situations 4. Follows arrival and dismissal procedures independently 5. Follows arrival and dismissal procedures independently at school functions within the school building 6. Follows arrival and dismissal procedures independently at group functions in the community	
2. Behaves appropriately when attending school and community movies and performances	1. Enjoys participating in group activities in the classroom such as singing 2. Enjoys being entertained in classroom where he has close contact with performer - such as a puppet show 3. Demonstrates acceptable behavior during classroom movies and other activities which require listening and watching, when he understands what is expected of him 4. Behaves acceptably in school assemblies and movies when he is not required to participate beyond his attention span 5. Behaves acceptably at neighborhood movies when he is not required to participate beyond his attention span	Bernstein, pp. 130-133.
3. Maintains appropriate behavior in community restaurants	1. Behaves acceptably at snack time in the classroom 2. Behaves acceptably in the lunchroom under individual supervision 3. Behaves acceptably in the lunchroom under group supervision	Rosenzweig, p. 80.

(Cont. next page)

SOCIAL BEHAVIOR GOALS III. Group Participation	Developmental Characteristics	Suggested Activities and Materials
	4. Behaves acceptably in the lunchroom independently	
4. Maintains appropriate behavior at community parties	1. Enjoys free play experiences in the classroom 2. Enjoys group play experiences in the classroom 3. Behaves acceptably in free play and group play experiences in the classroom 4. Behaves acceptably at classroom parties under individual supervision 5. Behaves acceptably at classroom parties under group supervision 6. Behaves acceptably at classroom parties independently	Perry, pp. 246-249.
5. Engages successfully in group play activities at school and in his neighborhood	1. Has an awareness of self (a (b) body concept (c) body schema 2. Engages in parallel play 3. Shares when directed 4. Engages in cooperative play with one other child 5. Forms friendship with one peer 6. Engages in cooperative play with several other children 7. Plays well with a small group under individual supervision 8. Plays well with a small group under general supervision 9. Plays well with a small group independently 10. Plays well with a large group under individual supervision 11. Plays well with a large group under general supervision 12. Plays well with a large group independently	Rosenzweig, pp. 76-77, 80

SOCIAL BEHAVIOR GOALS III. Group Participation	Developmental Characteristics	Suggested Activities and Materials
6. Contributes to the success of group social experiences	1. Has an awareness of self (a) body image (b) body concept (c) body schema 2. Able to engage in parallel play 3. Willing to share when directed 4. Engages in cooperative play with one other child 5. Forms friendship with one peer 6. Engages in cooperative play with several other children 7. Engages in directed and self-directed group play activities successfully 8. Shows interest in being a part of school and social functions 9. Participates in and enjoys school social experiences	Molloy, p. 62.
7. Successfully engages in simple team games	1. Engages in parallel play 2. Engages in cooperative play with one other child 3. Engages in cooperative play with several children 4. Participates successfully in group play activities 5. Understands the rules of a simple game, and can participate in the game successfully within a small group 6. Understands the rules of simple team games and participates successfully 7. Develops an awareness of team competition and tries to do his best in achieving to win, but accepting defeat gracefully	Molloy, p. 63. Rosenzweig, pp. 76-77.
8. Expresses self appropriately in making group decisions	1. Expresses needs and feelings adequately 2. Expresses his preference between two toys	
	(Cont. next page)	

SOCIAL BEHAVIOR GOALS III. Group Participation	Developmental Characteristics	Suggested Activities and Materials
	3. Follow verbal directions in group work and play activities 4. Exhibits appropriate enthusiasm to express interest in group activities 5. Names a song he would like to sing, or a game he would like to play 6. Expresses his preference in selecting between group activities when given a choice 7. Expresses his preference in group decisions of activities, and willing to participate, even when the choice is not his preference	
9. Behaves acceptably on field trips	1. Follows verbal directions in familiar group situations 2. Follows arrival and dismissal procedures in familiar school situation 3. Behaves acceptably under group supervision in classroom, on playground and when traveling on school bus 4. Remains with the group in familiar settings and when traveling from place to place within a familiar location 5. Remains with the group and follows group directions when on short outings adjacent to the school grounds 6. Can be taken on field trips and sets a good example for peers	Connor & Talbot, p. 102. Rosenzweig, p. 80.
SOCIAL BEHAVIOR GOALS IV. Social Amenities		
1. Sits properly in various social situations	1. Remains seated for short periods in the classroom which do not exceed his attention span 2. Learns proper sitting position for: (a) chair (b) chair and desk (c) stool (d) lunch (e) bus seat (Cont. next page)	

SOCIAL BEHAVIOR GOALS IV. Social Amenities	Developmental Characteristics	Suggested Activities and Materials
	3. Sits properly for short periods and is able to retain proper position when reminded 4. Aware of improper sitting habits and tries to avoid them (a) rocking in chair (b) legs crossed under him (c) dresses or skirts not adjusted properly 5. Develops proper sitting habits and maintains in classroom and social situation	
2. Has a warm welcoming greeting appropriate to the situation	1. Greets selected peers with physical gestures 2. Greets peers in response 3. Greets selected peers with limited greeting vocabulary such as "Hi" 4. Expands greeting vocabulary to phrases such as "Hello," "How are you," and "Good morning" 5. Greets selected peers by name and appropriate greeting 6. Greets peers and familiar adults appropriately	Connor & Talbot, p. 94.
3. Displays acceptable table manners at home, school, and in the community	1. Displays acceptable table manners in accordance with his ability to: (a) sit properly (b) manipulate eating utensils (c) chew food properly 2. Displays acceptable manners under general supervision 3. Maintains stability when the unexpected (accident) happens at the table 4. Develops good table manners and participates in appropriate social conversation 5. Uses good table manners at home, school, and in the community	Molloy, p. 61.

SOCIAL BEHAVIOR GOALS IV. Social Amenities	Developmental Characteristics	Suggested Activities and Materials
4. Offers appropriate apologies for most situations	1. Gets along well with others unless provoked beyond his ability to cope with the situation 2. Knows terms used in an apology such as "excuse me" and "I'm sorry" 3. Apologize only when directed using appropriate terms 4. Realizes when he has offended others and apologizes appropriately without being directed 5. Accepts apologies from otners in place of retaliating 6. Offers and accepts apologies self-directed	Connor & Talbot, p. 93.
5. Expresses appropriate courtesy required in social situations	1. Verbally expresses his needs and desires 2. Learns to express his needs and desires politely - using the expressions "please," and "may I" 3. Expresses gratitude, learning to use such expressions as "thank you" 4. Learns to address adults appropriately (Mr., Mrs., Miss) 5. Learns how to acknowledge expressed gratitude (you are welcome) 6. Able to show appropriate courtesy when reminded 7. Develops habit of being courteous to others in familiar and unfamiliar situations	Connor & Talbot, pp. 90-92, 95. Molloy, p. 68. Perry, 246-249. Rosenzweig, p. 80.
6. Offers to help others in accordance with his ability	1. Cooperates when being helped by familiar adults 2. Cooperates when being helped by peers 3. Successfully assists peers in tasks with which he is familiar 4. Recognizes when peers need assistance and offers to help 5. Consistently offers to help others, self-directed	Rosenzweig, p. 78.

SOCIAL BEHAVIOR GOALS IV. Social Amenities	Developmental Characteristics	Suggested Activities and Materials
7. Introduces people to each other whenever the occasion arises	1. Able to distinguish between familiar and unfamiliar people 2. Able to say own name 3. Knows how to shake hands properly 4. Knows greeting vocabulary - hello, good-bye, and responds to questions such as "How are you?" and "What's your name?" 5. Knows introduction vocabulary such as "I'm glad to know you," "I would like you to meet _____," etc. 6. Introduces himself when directed 7. Introduces himself, self-directed 8. Introduces members of the family to others, self-directed 9. Knows the names of his peers and can introduce them to others, with aid 10. Introduces his friends to others, self-directed 11. Introduces himself and others as the situation requires	Molloy, pp. 61, 68.
8. Behaves well and makes visitors feel welcome at home and school	1. Behaves well in familiar situations when he understands what is expected of him 2. Behaves acceptably in the presence of a visitor when he has been prepared for the visit 3. Makes familiar visitor feel welcome 4. Follows directions from familiar authority figure when unannounced visitor is present 5. Maintains acceptable behavior when unannounced visitors are present 6. Maintains acceptable behavior and engages in social conversation with visitors at home and school	Molloy, p. 62.